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# **The Cambridge Charter School**

**Application for Charter**

**February 15, 1995**

**Submitted by**

**The McKenzie Foundation**

# 95-08

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# 1995 Charter School Application

## Basic Fact Sheet

This basic Fact Sheet will be used by the Executive Office of Education to conduct quick analysis of the applications received. The information furnished below must be accurate, and must correspond to that which is provided in the body of the proposal. This information will serve to provide reviewers at the Executive Office of Education with a snapshot of your proposal.

### The Cambridge Charter School

Proposed Charter School Name

Cambridge, MA

School Location (city/town)

#### Contact Person

First Janet Middle A. Last Rich

Organization McKenzie Foundation Address 50 Church St.

City Cambridge, State MA Zip 02138

Telephone ( 617 ) 661-4000 Fax ( 617 ) 492-7822

#### Founding Coalition:

(Check Box)

Private  
For-Profit

Parents Teachers Business

☐ ☐ ☐

Community  
Based  
Organization Museum Other  
Founding  
Group

☐ ☐ ☒

#### Grade Level

(Check Box)

Elementary ☒

Middle ☒

Secondary ☒

Other

Grade

Level ☐

#### Projected Student Enrollment

Projected Student Enrollment (1st Year) 160

Projected Student Enrollment (2nd Year) 200

Projected Student Enrollment (3rd Year) 240

Projected Student Enrollment (4th Year) 280

Projected Student Enrollment (5th Year) 320

(1st-5th yr) Total Number of Teachers 128

Teacher/Student Ratio 1/9

In what type of community will  
the Charter School be located?

Urban School District ☒ Rural School District ☐

Suburban School District ☐ Other Kind of Community ☐

Do you presently have access to  
a facility suitable for a school?

Yes ☒ No ☐

#### School Focus:

In succinct terms, describe the focus and primary characteristics of your proposed school and/or students to be served, (i.e., math & science, arts, school-based services, at-risk youth, college preparatory, basic skills, interdisciplinary learning, and competency-based learning).

culture of learning, emphasis on family, trilingual, multi-age classroom, interdisciplinary,

math and science, computers, critical thinking, extended day, rethinking non-instruction

costs, vocational/academic integration, schoolhome

#### Executive Summary (one page):

To help the Executive Office of Education accurately portray your charter school proposal to the public, please attach a one page description of your school. This description should outline, in clear terms, the educational model to be employed; the replicability of that model; student demographics; and other characteristics setting this school apart from other traditional public schools. Above all, this summary should capture the vision of the founders.





## Summary

The Cambridge Charter School will offer a child-centered, multi-graded curriculum from K-12 where students progress at their own pace. With a teacher/student ratio of one to nine, individual attention can be paid to each student. The school will be run by parents and teachers and have an extended school day from 8:30 a.m. to 5:30 p.m.

There will be a strong emphasis on foreign languages with the goal of enabling all children to be fluent in English and Spanish by ninth grade as well as studying a third language in high school.

Computers will be integrated into the curriculum and used both as a tool to access and process information and as a way to excite independent learning and break down barriers of segmented subjects into a more interrelated curriculum. The school will be connected to the Internet, and students in the middle and high school will receive computers to use at home.

The Cambridge Charter School seeks to attract families who share similar ideas about treating children with respect, teaching children how to think rather than what to think, and making learning the center of life at home and at school.

"Everything we do speaks to our deep respect for children and their natural curiosity about the world, our belief that all children are capable and lovable, and our willingness to provide daily opportunities for them to develop creativity, express imagination, and take charge of their learning, " said Robert Whittemore, one of the school's founders.

Although the primary focus is on the mental aspects of student's development--discovering, knowing, thinking, analyzing, judging--the school also recognizes the importance of nurturing social responsibility, service, community, and health.

The Cambridge Charter School seeks to foster the values of tolerance and empathy through an ethnically diverse student population--especially non-native speakers of English--and in-depth study of the major world cultures.

Above all else, the mission of the school is to succeed where so many have failed to raise student learning outcomes. To this end, The Cambridge Charter School will be a highly adaptive and self-correcting environment that recognizes learning must occur at home as well as in school, that learning is built on strong, close relationships between adults and children, and that learning is most efficient when self-motivated.



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"What the best and wisest parent wants for his own child,  
that must the community want for all children."

John Dewey, *The School and Society*



## Introduction

Three major forces in the twentieth century have permanently altered the world: technology, immigration, and globalization. As we stand on the threshold of the twenty-first century, air travel makes it possible to reach any destination in days, satellites bring words and images from around the globe together in seconds, and the Internet connects this web of worldwide communication to our homes.

At the same time 1.5 million new immigrants *a year*--largely Latino and Asian--have come to America and now account for a significant and growing portion of our population. The model from the past--assimilation--that worked for the waves of European immigration earlier in the century is not going to meet America's future needs because the world as well as our position in it has changed. The U.S. economy is mature while developing countries are experiencing spectacular growth rates--e.g. China's 11.4% since 1991 and Argentina's 7.4%--that will attract American investment, products, and jobs. Already more than two-thirds of Coca-Cola's beverage sales are outside the U.S. and 53% of P&G's revenues come from abroad. *Despite years of reform efforts, schools are still running on models from the past.* They are still trying to get everyone to speak one language--English. The curriculum of most schools is still overwhelmingly focused on U.S. history and culture. Science textbooks are out of date before they are printed. Hardly any elementary and secondary schools are wired for the Internet.

Two of the most well-known and well-respected educational reform initiatives--The Edison Project and the Coalition of Essential Schools--are flawed models. Ted Sizer's exclusion of the study of foreign languages in his definition of "essential" is another example of retrospective rather than prospective thinking, of tinkering with how to improve models from the past rather than anticipating the needs of the future. At a time when nearly 25% of the students in America speak a native language other than English and 100% should, we have a major spokesman of educational reform giving up before he has even begun. Although what he does advocate and promote for teachers and schools may be admirable, this omission is unconscionable.

As local taxpayers refuse to support new revenue bonds or higher tax rates, as states bear a greater burden for equalizing educational opportunity, and as the federal government cuts educational funds to reduce the deficit, the resources available for education will continue to be under severe pressure. Yet in order to prepare students for the future, *more* rather than fewer dollars need to be spent for direct classroom instruction. A high-density computer environment, increased professional development of teachers, an extended-day curriculum, in-depth study of multiple languages, and meaningful family education all will require additional funds. This is not the time to siphon off taxpayer dollars for education into the pockets of shareholders of for-profit companies. The example of Chris Whittle ought to serve as a warning. There is no reason to suppose that educational for-profit companies like E.A.I and The Edison Project will not in the short or long term imitate the excesses of Whittle Communications: \$50 million





headquarters, corporate jets, seven-figure salaries, stock options and bonuses. Why do these companies *want* to run schools? Because the educational market is huge (\$400 billion), fragmented, and inefficient. There are national economies of scale to be realized by eliminating duplication as well as local economies of scale from redesigning administrative functions so that schools are run more like businesses and less like government. As Vice President Al Gore discovered when he reinvented and streamlined government, enormous savings are possible. *These dollars need to be captured for education; they need to stay in the nonprofit world and augment the learning of students and teachers.* The McKenzie Foundation seeks to develop a model in The Cambridge Charter School of how these savings can be achieved and then replicated elsewhere.

## 1. Mission Statement

**A. In succinct terms, describe the core philosophy or underlying purpose of the proposed school.**

The Cambridge Charter School seeks to create and promote a culture of learning. Everything we do speaks to our deep respect for children and their natural curiosity about the world, our belief that all children are capable and lovable, and our willingness to provide daily opportunities for them to develop creativity, express imagination, and take charge of their learning.

Although our primary focus is on the *mental* aspects of human development--discovering, knowing, thinking, analyzing, judging--we also recognize the importance of nurturing social responsibility, service, community, emotional maturity, and health.

Students are allowed to individualize their learning and are encouraged *how* to think rather than what to think. Constant reflection on the *process* of learning inculcates habits of mind, such as formulating questions, making connections, and solving problems, that are essential to authentic learning.

We foster the values of tolerance and empathy through an ethnically diverse student population, mastery of three languages, and in-depth study of the major world cultures.

An extended-day of nine hours accommodates our relatively greater emphasis in the curriculum on art, music, math, science, and the computer.

Above all else, our mission will be to succeed where so many have failed to accomplish worthy educational objectives. To this end, The Cambridge Charter School will be a highly adaptive and self-correcting culture that recognizes learning must occur at home as well as in school, that learning is built on strong, close relationships between adults and children, and that learning is most efficient when self-motivated.



A more detailed description of critical components of The Cambridge Charter School follows.

● **The family holds a central and important role in the education process.**

The Cambridge Charter School seeks to make a connection with the families of prospective students as early as possible after the birth of a child. The school seeks to become a total resource for the family with regard to parent education, early child development, health, nutrition, and child care. This close involvement ensures that children come to school at kindergarten ready to learn.

The primary school is explicitly modeled on the functioning family. Although we recognize that a wide variety of families exists in our society, the school seeks to offer children the resources of an ideal family. Leadership of the school will be male and female co-directors who model consensus decision-making and shared power as well as provide healthy role models of problem-solving, active learning, mutual respect, and unconditional acceptance.

Included in the objectives of the primary school are competences gained by living in a functioning family: children learn how to resolve conflict non-aggressively, express anger without hurt or insult, negotiate interpersonal differences, understand the perspective of another person, define values, recognize opportunities for heroism in everyday life, develop character, and live together in harmony. Classes in parent education are encouraged for all parents in order to make sure parents themselves have the skills to understand and practice these competences with their children at home.

Furthermore The Cambridge Charter School at all three levels--primary (K-4), middle (5-8), and high school (9-12)--seeks to make families a partner in the education of their children by making sure that students' needs are met and that family life reinforces learning. The school articulates a position and seeks to assist, inform, model, guide, and influence families on the following issues:

- television
- homework
- oral reading
- nutrition
- visits to the public library
- positive discipline
- physical fitness
- smoking and other addictions
- enrichment activities that connect with the curriculum
- school community service requirement
- grades and tests
- educational needs of the parents
- ways to incorporate the talents and experience of parents into the curriculum





In the primary grades especially, The Cambridge Charter School sees its mission not as the education of a child but the education of a family. The school will offer evening courses, family education courses, and on-site health services. It seeks to be a total resource for families and a vehicle for creating strong, healthy, functioning families.

- **The school provides an extended-day curriculum.**

The school day for all levels of The Cambridge Charter School is 8:30 a.m. to 5:30 p.m. although the middle and high schools will be open until 10 p.m. for students to use the library or take evening courses.

Women working outside the home full-time have created dramatic social implications for children. Children need interaction with caring adults in a stimulating, rich educational environment for all the time that parents are not available. In the primary school, extended day with the same teachers provides greater continuity and fewer emotional transitions than a separate program at a different location. A portion of the afternoon time in middle and high school is spent on activities traditionally thought of as extracurricular--e.g. music lessons, swimming, tennis, dance, gymnastics, aerobics, dramatics, a school newspaper, pottery, photography, film, sculpture, and arts and crafts. As we eliminate the distinction between learning and life and seek to make those two a seamless whole, the distinction between curricular and extracurricular blurs. Justification for an extended-day curriculum at school rests finally on the fact that the school's resources are greater than any individual family's resources to provide the widest possible array of educational options. The extended-day curriculum offers students 50% more school time, which over the course of the twelve years of education amounts to an additional six years of study.

- **The school utilizes multi-age groupings.**

The primary school includes children corresponding to grades K-4. There are two divisions--a lower and an upper--and children move through the primary school at an individual pace. A reading competence test must be passed before moving to the upper level within the primary school and a more extensive set of competences must be demonstrated before moving into the middle school. There are no letter grades given in the primary school. There are weekly activities that involve the entire school. Some students will complete the primary school in less than five years and some students may take more than five years.

The major rationale for multi-age groups in primary school is threefold: 1) children develop cognitively and socially at different rates and in different areas over time; 2) schools need to harness the power of children learning from children; and 3) teachers who spend several years with the same students acquire a deeper understanding of each child and can more efficiently diagnose learning problems. The benefits that accrue to students when teachers do not confront a totally new set of faces each year cannot be overestimated. Learning takes place best when it is grounded in a close and mutually





supportive relationship among teacher, student, and parents, which simply takes time to form.

One of the most pernicious elements of traditional primary education is single-age grouping and the attendant requirement for all children to march to the same curricular beat. In addition to differing developmental rates, children come to school with enormously varied ability levels and degrees of preparation that reflect in large measure their home environments. Multi-age grouping, a self-paced curriculum, and no grades in the early years are crucial to avoiding problems of low self-esteem in those students who are late bloomers or who come to school relatively disadvantaged as well as problems of boredom in those students who possess above-average quickness in learning or who come to school relatively advantaged. A great deal of care and attention will be paid *not* to label students either in overt or subtle ways, especially in the early years when self-concepts are being formed.

In middle and high school, half of the day is spent in classes divided by year of study and half of the day in electives that comprise multi-age groups according to the self-selection of students by interest and competence. Here multi-age groups foster learning from peers, which in the middle and high school takes on an ever more important role.

- **The school offers a flexible curriculum that incorporates self-paced learning in the early years and student choice and initiative in the later years within clearly articulated learning expectations at set intervals.**

A central promise of the current reform in public schools is to make students active participants in learning rather than passive recipients, yet most schools deny students meaningful choice with regard to practically every decision regarding their education from small matters like seating assignments or dress code to large matters like the content of a year's curriculum or rules governing student conduct. It is unrealistic to expect that students will willingly exhibit initiative in all the areas of adults' choosing while denying them a say in all the areas of their choosing. This fallacy is the rock upon which many good intentions will founder.

In order to foster self-motivation, self-discipline, and self-initiative in learning, it is necessary to allow students meaningful choices and to share power. In order to foster problem-solving, creativity, and teamwork, it is necessary to allow students to practice these skills in meaningful activities of interest to them. In order to foster higher-order thinking beyond basic skills, it is necessary to sustain student interest and enthusiasm while acquiring the rudiments of reading, writing, and arithmetic. In order to foster responsible decision-making, it is necessary to allow students to make decisions--even mistakes--and learn from the consequences. Very few schools are willing to risk empowering children. Those few who do often go too far in the direction of freedom by eliminating all expectations for learning outcomes. The balance of freedom with responsibility, choice with expectations, flexibility with a rich set of stimulating educational options is an amazingly untried path in public education.





Both the curriculum and the governance of The Cambridge Charter School will embody and practice these principles. In particular, the following specific policies are considered crucial in carrying out this mission.

- **Math is taught in individual or small group tutorial and is required every year.**

We recognize that math differs from other subject areas because learning is sequential, not iterative. Mastery of one level is required before one can progress to the next; for example, one must understand the concept of multiplication before division. Due to this unique feature, math learning is particularly ill-suited to traditional methods of instruction in prescribed blocks at a prescribed pace. A great deal of time is spent in repetition and review for slow learners and children are often shamed if they do not understand as quickly as others. On the other hand, quick learners are bored with material that they already know. Many children, especially girls, learn early that they are not good at math in comparison to other children and either give up, self-limit, avoid math, or struggle in frustration for the rest of their lives. These dysfunctional learning attitudes can be avoided and each child's maximum progress sustained without unnecessary review when math is taught in tutorial. Minimum math learning competences are set at the end of primary, middle, and high school. From K-5 tutorials are individual; from sixth grade on at the math faculty's discretion students can be combined into small groups of three or four with homogeneous skill levels. Group and school-wide projects enable students to *use* their growing math knowledge together.

- **Computers are not considered a separate course or skill to be taught but rather a vehicle for more active and self-directed learning; they are integrated into the entire curriculum and progressive levels of expertise and involvement are expected.**

At the primary level there will ideally be a computer for each child in every classroom. We will work with the Logo Foundation to create microworlds where children can learn, think, and play with computers. As students progress they will be not only master the computer as a helpful tool--i.e. word processing, interactive exercises, CD-ROM, CAD, encyclopedias, on-line databases, and the Internet--but continue to undertake personally meaningful tasks capable of mobilizing intellectual energy. The use of computers and A/V technologies are an integral part of the study of foreign languages in middle and high school where students receive computers for the home in order to continue explorations, communicate with students in foreign countries, and allow teachers to connect with parents. Through authentic use in everyday life children and adults will view the computer equal to books as the two principal ways to access knowledge and create understanding.

- **Assessment incorporates traditional grades along with newer alternative assessment methods.**

Education should encourage win-win situations and not be viewed as a zero sum game where one person's success depends on another's failure. Grades and assessment are tools





to provide feedback to the student and the teacher in order to facilitate learning. Perhaps the most distinctive feature of assessment at The Cambridge Charter School is a new kind of test: one that requires students to *apply* knowledge to new situations and make new connections rather than just regurgitate information already delivered.

Assessment at The Cambridge Charter School is a mutually respectful analysis between students and teachers, contains useful information, seeks always to identify strengths as well as weaknesses, and values students' efforts at self-assessment as well as teachers' evaluations.

- **Many different kinds of teaching methods are used.**

The main reason for employing a variety of teaching methods is to vary the pace and to utilize every means possible in the search for the right strategy that will unlock a subject, engage a student's curiosity, or ignite a passion. Among the techniques employed will be:

- |                        |                     |
|------------------------|---------------------|
| ● computers            | ● magazines         |
| ● lectures             | ● newspapers        |
| ● case studies         | ● oral reading      |
| ● Socratic discussion  | ● drama             |
| ● small group activity | ● role playing      |
| ● collaborative teams  | ● tutorial          |
| ● simulations          | ● field trips       |
| ● film                 | ● textbooks         |
| ● video                | ● independent study |
| ● books                | ● workbooks         |

- **The school incorporates into the regular academic curriculum many practical skills traditionally relegated to vocational education.**

The traditional bifurcation between academic and vocational education is misguided. Vocational education subjects--e.g. auto mechanics, carpentry, cooking, sewing, electrical and plumbing trades, electronics, aviation--offer explicit opportunities to demonstrate academic principles of science and math in contexts that excite and interest students. The problem is that students shuffled off to vocational education are thought of as intellectual inferiors and rigorous academic understanding is often omitted. We believe that all students need to understand the machines and inventions that dominated the twentieth century in order to invent or use technology that will mark the next century. Furthermore, students who excel at practical arts often exhibit spatial intelligence far superior to those who possess rational and logical intelligence. Combining the strengths of both kinds of minds in a team collaboration on special projects enables both sets of students to value those who have competences different from their own.

- **Students at the school become trilingual.**



Students at The Cambridge Charter School will study Spanish in grades K-8, French or Portuguese in grades 9-12, and English in K-12. These three languages were chosen because they represent the cultures that played pivotal roles in the discovery and exploration of the North and South American continents and are the current official languages of the four major countries: Canada, U.S., Mexico, and Brazil. Furthermore, there are significant Hispanic, Portuguese-speaking, and French-speaking populations in Cambridge. By actively recruiting among these communities, we hope to create an environment where their language skills are valued. English-speaking students struggling to learn Spanish can help Spanish-speaking students struggling to learn English.

Why this heavy emphasis on foreign languages? We believe tangible benefits besides the acquisition of foreign languages derive from multiple language mastery.

First of all, since most teachers do not come with this degree of language preparation, they too must become learners alongside the students, which powerfully reinforces the idea that the school is a place where everyone learns.

Secondly, the mental effort required to master a foreign language may bring ancillary benefits. Children in most developed countries of the world become fluent in at least two languages, and in Europe often three or four languages. As American educators ponder ways to bring American students up to world-class standards, one theory that deserves testing is the conviction that fluency in more than one language stimulates disciplined and rigorous habits of mind in all areas of study.

Thirdly, the experience of mastering a foreign language enables children to get "out of their skin" and experience the perspective of someone different from themselves. The enormous effort needed to learn another language transforms us; it creates a sense of achievement that brings with it understanding and tolerance. Students experience other cultures in a way that would be inaccessible without mastery of the language.

Fourthly, adolescence is a time when children often experiment with high-risk behavior and rebel against their parents. Mastery of a foreign language unknown to parents empowers children and gives them a constructive way to differentiate themselves from their parents.

Finally, children are hard-wired genetically for the relatively effortless acquisition of languages. Exposing children at the right age to the right sequence of learning enables them to acquire skills which would require significantly greater effort later on.

The acquisition of foreign languages becomes the organizing principle of the curriculum in middle and high school. Although mastery is only expected in two non-English languages--Spanish and French or Portuguese--students will spend one year on five additional languages as those cultures are studied: Arab/African, Japanese, Chinese, German/Russian, and Latin/Greek. By exposure to this wide array of languages, some





students many find an interest or affinity that they would not otherwise discover. Each student goes on a school-financed, one-week trip to a Spanish-speaking country by the end of middle school and a French- or Portuguese-speaking country by graduation from high school.

- **The curriculum is interdisciplinary with thinking and problem-solving skills given specific attention in a course throughout the middle and high school years designed to develop these abilities.**

In middle and high school four courses--the foreign language (Spanish, French or Portuguese, and English for ESL students), Comparative Cultures, Critical Thinking, and Writing Skills--are taught in a four-hour morning block of team-taught instruction called Fundamentals. The faculty of these courses work together and allocate time among the courses depending on need. The Writing Skills class supports writing across the curriculum. Students learn grammar, mechanics, usage, vocabulary, research skills, composition, revision, and editing as they fulfill assignments in Fundamentals as well as courses in other disciplines. At the same time the writing course enables students to become authors in a variety of different literary genres.

The Critical Thinking course is taught totally by the case method. Classes are conducted principally in Socratic dialogue. Case subjects come from current events, environmental issues, public policy, ethics, history of science, literary criticism, business, economics, logic, and film. The focus is on the *process* of thinking: analysis, synthesis, evaluation, and critical inquiry.

The Comparative Cultures course examines the history, geography, sociology, philosophy, religion, art, music, literature, government, economics, and popular culture of the foreign culture under study for that year independently and in relation to the United States. An expanded social studies curriculum is covered as relevant aspects of American history and culture are taught in increasing depth over eight years in relation to other countries of the world. In middle school the Comparative Cultures course focuses on Great Britain and its empire in fifth grade, Mexico and other major countries of South/Central America in sixth grade, the African/Arab world in seventh grade, and Japan in eighth grade. In high school the Comparative Cultures course focuses on the ancient world (Rome and Greece) in ninth grade, China in tenth grade, Canada and the French influence in eleventh grade, and Germany/Russia in twelfth grade.

After an overview of Native American and American history and culture in third and fourth grades, middle and high school students are able to extend their cursory knowledge to more in-depth study of our nation while they place its development in a rich context of world history. Accomplishments in art, music, literature, and science are not divorced from their historical roots but integrated in such a way as to allow students to make connections and see causal relationships.





- **The school teaches science in a hands-on way that evolves from questions designed to capture the imagination of students.**

What is crucial in science education is building on children's insatiable curiosity about the world around them. The science curriculum in the primary school is tied to exploration of the natural and biological world from the atom to the animal kingdom. In middle and high school, a certain number of science units are required each year, but students select among numerous electives of several weeks in duration. Electives are intensive focused topics, such as tectonics, heat, light, the ocean, electricity, the telephone, shortwave radio, gears, the automobile engine, solar power, pollution, volcanoes, vermiculture, dendrology, genetics, the human body, DNA, diseases, gravity, astronomy, theory of relativity, magnetism, gases, and the periodic table. Whenever possible a science lesson begins with inquiry--a problem or question that provokes discovery.

- **A unique feature of our charter school is the proposal to work jointly with the Cambridge School District to identify ways to reduce non-instruction costs equal in amount to the funds utilized for our charter school.**

Despite limited access to the finances of the Cambridge School District, one can make a few general observations. The Center for Workforce Preparation and Quality Education, an affiliate of the U.S. Chamber of Commerce, included Cambridge when it created an accounting model that would more accurately allocate costs between Central Administration and schools in eight school districts across the country based on 1990-91 expenditures. Although one of the ostensible goals was to "find funds in hidden cost areas that can be directed toward more beneficial areas," which one might interpret to mean a transfer of funds from administration to classroom, in fact, the bias seemed to be to justify administrative costs: "The Allocations Model dispels the popular belief that large amounts of money go into Central Office expenditures, and little reaches the school. The Districts here distributed between 80 percent to 94 percent of total funds to the schools." To an advocate for children, 20% of costs represents an unacceptable level of central administrative expenditures. Cambridge had the second highest percent of costs spent on Central Administration (15%) and by far the *highest* absolute dollar amount per pupil (\$1116/pupil). This same record was equaled for school site Facilities and Operations costs. Cambridge had the second highest percent of costs spent on school Facilities and Operations (12%) and the *highest* absolute dollar amount per pupil (\$971/pupil). And the data on facilities cost did not account for any capital costs or include depreciation costs. Nearly \$5 million for debt service and capital outlays in the Cambridge General Fund was omitted, which would add \$650 per pupil to school Facilities and Operations costs. We believe cost reduction opportunities from these two cost categories alone--Central Administration and Facilities/Operations--will more than equal the operating budget of our charter school.

Anecdotal evidence supports the possibility of such a claim. According to Larry Maloney of the Center for Workforce Preparation, based on his report the Alameda





School District reduced central administrative expenses by 40% and Charlotte-Mecklenburg Public Schools have identified \$4 million of savings.

As a proponent for charter schools, we envision smaller schools with more power and authority distributed to teachers that would render even some of the existing *school* site-based administrative and support costs unnecessary as well. An additional 15% of costs in the study of Cambridge were attributed to school site-based administration, teacher support, and out-of-classroom student support, such as guidance counselors, A/V, library, athletics, clubs. One justification for the size of existing schools is that a critical mass is needed to afford resources like a library, yet a single computer now offers the possibility of accessing more information than is contained in most school libraries. Our charter school will rethink the delivery of these services to children--career counseling, testing, instruction in the use of libraries and resource material, promotion of physical fitness, and extracurricular activities--in ways that allow more money to be spent on direct student learning and teacher development. We do not seek simply to create a new model but to actively promote change in existing schools.

**B. As a charter school, your school will be a "laboratory of innovation" in the State's larger educational reform effort. With this in mind, what impact do you hope your charter school will have on the state of public education in the Commonwealth of Massachusetts.**

The Cambridge Charter School will be an agent for change in the management of learning. Seymour Papert in *The Children's Machine: Rethinking School in the Age of the Computer* aptly compared educational reform to perestroika, the restructuring of the Soviet system from a controlled, command economy to a free market economy. Our goal is *not* to substitute another newer, fancier, better version of the old system but to demonstrate successful decentralized decision-making on three levels: 1) the management of learning is conducted by those involved--parents, teachers, and students; 2) teachers, together with the co-directors of the school, decide the content and scope of the curriculum, define learning outcomes, exercise personal choice in teaching materials and strategies used to achieve those expectations, and are rewarded on results; 3) students are workers and co-managers of their learning, having a say in the pace, the order, the content, and the evaluation of results.

The desire to adopt minor changes in order to protect or immunize the existing system from major overhaul is equally evident in the tightly-programmed, highly-planned, top-down educational establishment as it was in the Soviet government. Cambridge is an especially good example. A dizzying array of choices, programs, and innovations mask the fact that the student, parent, and the teacher still do not control the learning process. They serve to maintain the status quo because any challenge to the existing hierarchy can be dismissed as superfluous: "We're already doing that." Innovation has produced uncontrolled growth of programs without accountability or understanding of what really works. The result in Cambridge is a very high-cost system without commensurate results





in student performance. One can argue with the validity of using SAT scores as a measure of results, yet there is no denying the evidence of failure. In a *Boston Magazine* survey of 150 school systems in the greater Boston area, the combined SAT score (802) of Cambridge's graduates in 1993 is better than only four others--Boston (793), Chelsea (634), Everett (795), and Malden (770)--while the per pupil expenditure of \$8,586 in Cambridge is higher than all but Dover-Sherborn's \$8,891 and comparable to only two upscale suburban schools, Concord-Carlisle at \$8,569 and Lincoln-Sudbury at \$8,573. When one considers that the per pupil cost of Cambridge Rindge-Latin High School is actually 20% above the citywide average, *it is possible that Cambridge has the highest high school per pupil expenditure for nearly the lowest SAT scores in the Boston area.* Cambridge's SAT scores are 138 points below the Massachusetts average. Why not spend only \$4,071 as Everett does for comparable results? An honest appraisal would indicate that lavish spending and implementation of every new educational idea has not lifted overall student learning achievement to an acceptable level.

Is better performance possible? Comparison of Cambridge's performance with Berkeley High School in California would indicate a resounding yes. They have a similar sized high school with 2400 students; the demographics resemble Cambridge with 40% African-American students, 10% Asian, and 10% Hispanic. Although 25% of the Berkeley High School students come from homes below the poverty line, 70% take the SAT's with a combined average score of 1015 for 1993-94. In Cambridge Rindge Latin High School 16% of the students qualify for the free lunch program and 68% of the senior class took the SAT's for a combined average score of 802. Berkeley's SAT scores are comparable to good suburban schools in the Boston area:

Belmont	1034
Brookline	1010
Cohasset	1031
Hingham	1014
Lexington	1061
Manchester	1047
Needham	1035
Newton	1010
Wayland	1031
Wellesley	1039
Weston	1048
Winchester	1010

When a government performs poorly, as the Soviet economy did, eventually it collapses. When a business performs poorly, eventually it goes bankrupt. Yet the Cambridge School District thrives on new capital investment. It has spent \$20 million of *state money* in the last year to renovate and expand Haggarty and Agassiz and is planning to ask for additional millions to renovate and expand Morse and Fitzgerald in 1995. Without knowing what's wrong, fixing the problem is unlikely. Bricks and mortar are *not* the problem. We believe management of learning is.



If the Soviet system provides an analogy of the problem, we need to look elsewhere for an analogy of the solution. The U.S. auto industry in the 1970's was ailing as Americans bought smaller, more reliable, more economical Japanese cars. Detroit complained about unfair competition, tried to prevent Japanese cars from entering the U.S. by imposing quotas, blamed lazy American workers and unions, and generally did everything it could to thwart externally-imposed change and justify the status quo. Yet it was not until Detroit began to imitate the products and practices of its foreign competitors and learn from them that health and prosperity returned to the auto industry. Now, twenty years later, the major U.S. manufacturers have joint-ventures with Japanese automakers and report record profits. The same challenge to assumptions at the top, redefinition of the relationship between worker and superior, and inclusion of technology that the Japanese presence forced on the auto industry will The Cambridge Charter School bring to education in the Commonwealth of Massachusetts.

## **2. School Objectives:**

### **A. What are the school's broad academic objectives for student learning?**

We want students to develop the desire to be lifelong learners, able to work alone or with others in a community of learners.

We want students to discover their individual strengths and weaknesses while possessing familiarity with the central facts, forces, and people in the history of the world; the evolution of the scientific frameworks that explain how the physical world works and the problems of global sustainability; and a sampling of what Matthew Arnold called "the history of the human spirit" in the Preface to the 1873 edition of *Literature and Dogma*--"the best that has been known and said" by writers, artists, and philosophers.

We want them to attain proficiency in the process of learning so that they acquire the skills necessary for functioning democratic citizenry--critical inquiry, information processing, and thoughtful choices.

We want them to acquire competence in the languages that are valued by higher education and the workplace, that contribute to a full, rich life, and that allow for the possibility of personal creativity: persuasive writing of the English language, facility in Spanish and another foreign language, mathematical reasoning, reading and composition of musical notation, and computer programming.

We want students to make learning the focus of their lives through participation in powerful learning activities at school and home and creation of a stakeholders' sense of ownership of the school community through collaborative decision-making.

### **B. Describe any non-academic goals for student performance.**





The academic objectives of The Cambridge Charter School cannot be separated from our overall goal of helping students become wise, caring, responsible human beings. The characteristics of judgment and self-confidence acquired in mastery of academic subjects must not be demonstrated at the expense of empathy and emotional maturity.

Students will emerge from The Cambridge Charter School able to resolve conflict through non-violent means and adept at group problem-solving. They will learn how to define their own highly-developed code of values and ethics and to tolerate those whose value judgments differ from their own. Students from an early age will exercise taking responsibility according to their abilities. In the primary school daily class meetings modeled on those advocated by Jane Nelsen and Stephen Glenn of Capable People Associates will offer plenty of opportunity for problem-solving. In the middle and high school students will practice the duties of belonging to a democratic community as they participate in school governance on committees and vote in the General Assemblies held three times a year.

The Cambridge Charter School will engage in explicit community-building activities. The first and principal beneficiary of service will be the school community itself. Students in the primary school must contribute one hour a week of service to the school, students in the middle school 3 hours a week, and in the high school 5 hours a week. According to their interests, students, teachers, and parents will sponsor other projects that benefit the community at large. When the school is fully operational, a wide range of services--including adult education and health care--will be available to the Cambridge community.

The school will either create or solicit opportunities for students to *use* their knowledge, especially their foreign language skills, in real-world settings. A mentorship program will pair each middle school English-speaking student with an adult who speaks Spanish and each Spanish-speaking student with an adult who speaks English for two years. Besides increasing language fluency, students will benefit socially and culturally from these role models. In high school a similar program will try to match students with French-speaking and Portuguese-speaking mentors.

So many high school students work at jobs that drain time and energy from academic pursuits; in those cases, we will assist students in finding jobs that support and augment learning.

Since children are doers and will remain so, and since they are not born knowing how to do the things that constitute human life, it is perverse to teach them to be nothing more than competent observers, critics, analyzers. Students should not just see the world as others do but learn how to live. Besides teaching our students about drama's historical development, its social function, its aesthetic qualities, besides trying to get them to see the world as Shakespeare or Euripides did, The Cambridge Charter School will encourage students to write, perform, and produce dramatic works. In addition to conveying knowledge about voting patterns, alternative models of democracy, the history of revolutions, the advantages and disadvantages of parliamentary government compared to



other forms, our school will encourage students to run for office, write to their representatives in Congress, participate in political campaigns, and work on the staff of elected officials.

### **3. Statement of Need:**

#### **A. Why is there a need for this type of school?**

In spite of the good intentions and hard work of individual teachers, institutional barriers to change discourage any radical rethinking of the current system that would threaten stockpiled resources. Charter schools represent a redistribution of power and resources from Central Administration to the locus of the classroom.

The Cambridge Charter School would grant teachers real authority and accountability. It would redefine the teacher's role as one of coach and co-manager of learning. Efforts to rethink schooling require rethinking teacher preparation as well. We would provide a new model of the professional development of teachers that is far more extensive than exists in current schools. We believe, for example, that elementary teachers should major in academic disciplines and receive their apprenticeship in teaching under the supervision of master teachers on the job over several years in a fashion that resembles the education of physicians. Until all elementary teachers attain proficiency in science, math, languages, the computer, and library science, these fields will receive uneven attention in the classroom and students will justifiably assume that some areas are less important than others.

There is a general cry for parent involvement, yet few schools have been able to demonstrate how to engage parents who are not already predisposed to active involvement in their children's learning. We plan to try new initiatives to reach out to families and make it absolutely clear how crucial a part they play in their child's growth and development.

It should be evident by now that we believe American students need to follow in the footsteps of children in most developed countries of the world in learning more than one language. If America is to retain world leadership, we will need to become less insular and more cognizant of world cultures and of how to integrate their benefits into all we do.

The Cambridge Charter School will also meet several specific needs of Cambridge. In addition to the poor SAT scores discussed earlier, another troubling indicator at the Cambridge Rindge Latin High School is the statistic that 42.7% of Black students failed at least one course and 40.4% of Hispanics students failed at least one course--an average increase over the last three years of 6.6%. If multiple students fail, a teacher has not found the key to learning and motivation. Individual expectations should be high, yet each student must face achievable tasks. Although there are no easy answers to this recalcitrant problem of failure, different approaches deserve to be tried.







As women increasingly enter the workforce on a permanent basis, adolescent children in particular suffer from the loss of parental involvement after school. Our extended day helps fill this gap. The continued availability of committed adults as well as use of the school's facilities until parents return home may reduce some of the high-risk behavior and harmful attitudes so detrimental to learning.

Under Cambridge's "Controlled Choice" system, five of the fifteen elementary schools continue to be in high demand. According to a report entitled Student Data 1993-94, about 93% of incoming kindergarten families selected one or more of these schools as top three choices: Agassiz, Cambridgeport, Graham & Parks, King Open, and Peabody. Yet not all parents succeed in getting their children in: last year Agassiz was 37% oversubscribed, Cambridgeport 47%, Graham & Parks 28%, King Open 6%, and Peabody 38%. The number of families requesting transfers *into* these five schools last year totaled 172. In contrast, the Fitzgerald School, which was not oversubscribed but instead is the only school with vacant places this year, had 27 families requesting transfers *out*. In a freely competitive marketplace, the popular schools would grow and the unpopular ones decline. But, in fact, quite the opposite is slated to occur: The Fitzgerald School is planning a multi-million dollar expansion and renovation.

In 1991 The Calabro Report indicated the need in Cambridge for additional school buildings. Due to rising birth rates and a higher percentage of children using public schools, that report projected a need for 82 additional K-8 classrooms by 2000. Some of this need will undoubtedly be met by the newly constructed Agassiz and Haggarty Schools. We would put forth a strong argument that the remaining shortfall should be met by The Cambridge Charter School.

One peculiar idiosyncrasy of the Cambridge School District is the lack of a middle school experience for children. All elementary schools are K-8 feeding into one high school. The Carnegie Corporation's *Turning Points: Preparing American Youth for the Twenty-first Century* recommended the creation of small (200-300 students), distinct middle schools that function as a self-contained, cohesive unit where every student should be well known by at least one adult in the school. After the start-up phase, grades 5-8 in The Cambridge Charter School will have a separate building, teachers, curriculum, and personalized program for no more than 160 students. The evidence suggests that in Cambridge the middle school years are where the decline in student performance begins. Systemwide the math CAT scores, for example, between grade 6 and grade 8 declined 4.4% last year. At Fitzgerald School the decline was 21.9%, but even Graham & Parks was down 7.5%.

**B. Explain why the charter school model would be an appropriate vehicle to address this need.**

All of these goals could conceivably happen within the current public school system; in fact, we hope our charter school will stimulate many of these changes in existing schools. However, more than a decade of reform has not brought most of them to pass. No central



administration has an incentive to eliminate administrative jobs or relinquish power to teachers. As with the U.S. auto industry, change will occur only under duress.

Ever since the dire 1983 *A Nation At Risk*, teachers have been under fire about the poor performance of students. Many are demoralized; many do not know what to do. Charter schools bring an infusion of fresh, enthusiastic energy into education. Having tried one new program after another without discerning success, many teachers are cynical. Charter schools bring renewed faith in the possibility of change. Successful charter schools will be the tide that lifts all ships.

Cambridge, unlike most communities, has incorporated diversity and a degree of choice into its current system. Although the purpose of choice is to allow the good schools to prosper at the expense of those deemed less popular or effective, that has not happened. Expansion plans are made without regard for which schools are working best. What is the point of having choice if decisions do not reflect the choices parents make? Charter schools will be responsive to parents because they compete for their students; they cannot resort to assigned students. When the consequences of parents voting with their feet affect the survival of public schools, then we will have more schools achieving high standards of student performance.

Many efforts are underway to improve public schools, but for the most part the changes are incremental, not radical. Hardly any schools are willing to risk empowering students. To meet the needs of the next century, we do not need to reinvent the wheel in education; we need to invent the airplane.

Few voices for educational reform call for educating Americans in the multitude of world cultures to the degree we envision; none aim for trilingual students. One explicit goal of our charter school is to bring the achievement of minority populations up to a level equal to non-minorities. Honoring and valuing Latino and African-American cultures are the first steps along that road.

#### **4. Profile of Founding Coalition:**

**A. Describe the make-up of the group or partnership that is working together to apply for a charter, including the names of the founders and their background and experiences.**

The Cambridge Charter School is founded by people with a deep and abiding interest in the education of children. Founders bring a variety of different backgrounds to this task but share a common concern for the role of home and family in education. Ron David, a physician and lecturer on public policy at Harvard's John F. Kennedy School of Government, specializes in maternal and child health. Jane Roland Martin, Ph.D., professor emerita at the University of Massachusetts, Boston, is an advocate in her latest book, *The Schoolhome: Rethinking Schools for Changing Families*, of the need for a





new kind of school that attempts to compensate children for the breakdown of the family. Alex Packer, Ph.D., has done extensive research at Boston College on the home factors that contribute to creativity and high achievement in children. Dr. Anabel Padilla Casey has started and run four schools in Puerto Rico and now works with a company that provides Chapter I services to school. Robert Whittemore, Ph.D., has enormous expertise in teaching students to think and write. Currently teaching anthropology at Lewis and Clark College, he has received recognition for his outstanding talents as a teacher. In 1988 he founded the Fir Acres Workshop in Writing and Thinking, a summer program for high school students from around the U.S., modeled on the Bard College Institute for Writing and Thinking, where he continues as instructor. Janet Rich, Ph.D., President of the McKenzie Foundation, has worked as a management consultant and taught at the college level.

**B. Discuss how the group came together, as well as any partnership arrangements with existing schools, educational programs, businesses, non-profits, or any other entities or groups.**

The Cambridge Charter School is associated with The McKenzie Foundation, a 501(c)3 nonprofit organization comprised of parents who care passionately about improving the lives of families and children through parent education programs, innovative education, and domestic violence prevention. By means of conferences and lecture series the Foundation seeks to promote the concept that families can benefit from an investment of time and energy to learn how to do the difficult job of parenting well.

Many of the speakers for The McKenzie Foundation's programs work with schools as well as families. Adele Faber and Elaine Mazlish, co-authors of *How To Talk So Kids Will Listen and Listen So Kids Will Talk*, teach parents and teachers communication skills; Jane Nelsen, author of eight books including *Positive Discipline*, help parents and teachers enjoy greater success with behavior without damaging consequences to children; Barbara Coloroso, author of *Kids Are Worth It: Giving the Gift of Inner Discipline*, helps parents and teachers create a climate where children grow into resourceful and resilient adults; Dr. Timothy Jordan, developmental and behavioral pediatrician, gives seminars around the country with Dr. T. Berry Brazelton on self-motivation and conducts a self-esteem building summer camp for children; David Elkind, Professor of Child Study at Tufts University and the author of twelve books including *The Hurried Child* and his most recent one from Harvard University Press entitled *The Ties That Stress*, offers parents and teachers insight for encouraging healthy development of children; Dr. Penelope Leach, British psychologist, specializes in making the research findings about child development accessible to parents and teachers; Dr. Howard Gardner, Co-Director of Project Zero at the Harvard Graduate School of Education, has worked with many schools to alter schools' thinking about multiple intelligences and authentic assessment; and Jim Trelease, author of *The Read Aloud Handbook*, shows parents and teachers how to awaken a child's imagination through words.



Four of the members of the Cambridge Charter School Board of Trustees were brought together two years ago as speakers for The McKenzie Foundation's Boston "Parenting in the '90s" conference: Ron David, Alex Packer, Jane Roland Martin, and Janet Rich. (See Appendix 1 for the program of the conference.) We all share a vision for how to create functioning families, how important what happens at home is to children's academic success, and how families and schools can work together to create a culture of learning at home and at school. We intend to apply the resources of the Foundation to bring national figures to assist parents and teachers at The Cambridge Charter School acquire the skills that make life with children healthy, enjoyable, and productive.

Robert Whittemore and Janet Rich have been friends since they were undergraduates at Harvard University. If we receive a charter, Robert Whittemore will become a candidate for Co-Director of the School. Anabel Padilla Casey submitted an application for a separate charter school last year and joined our efforts after the Executive Office of Education suggested joining forces because our visions were similar.

**C. Include any plans for further recruitment of founders or organizers of the school.**

The Board of Trustees will include at least two parents and two teachers at the school. We also wish to add members who represent minorities in Cambridge. We have spoken with Sylvia Saavedra-Keber of the Concilio Hispano in Cambridge to see if we can work together to identify Latino leaders in Cambridge who may be interested in joining our charter school. We have also contacted Victor DoCouto of the Massachusetts Alliance of Portuguese Speakers and Dr. Richard of the Haitian American Cultural Center. Although we have invited Ruben Cabral, former housemaster of the Academy at Rindge-Latin High School, to participate in The Cambridge Charter School, it is unclear whether we can lure him back from Portugal.

We have also spoken with Peter Burleigh and Susan Campbell of the South Coastal Institute Science and Math Charter School. Although we have not decided to work together at this time, we would be willing to explore further ways of working together if we receive a charter.

We would very much like to attract several teachers from the Cambridge public schools. If we receive a charter, we will request that Mary Lou McGrath present this opportunity to the current teaching staff in Cambridge. We would also recruit one teacher who has worked with Project Headlight at the Hennigan School and is familiar with integrating Logo programming and computers into the curriculum.

## **5. School Demographics**

**A. Describe the area where the school will be located.**





The Cambridge Charter School will be located at the Marist Novitiate next to the Our Lady of Pity Catholic Church in North Cambridge. This building would serve for the first three years. We have shown the building to David Byrne, building inspector for that area of Cambridge, who has indicated that it would meet all regulations for existing buildings. There are minor alterations that we wish to make to suit our purposes, but to the best of our knowledge the building meets all requirements for a primary school.

**B. Why was this location selected? Are there other locations suitable to the needs and focus of the school?**

The neighborhood contains French-Canadian, Haitian, and Portuguese residents. It is also near the Fitzgerald School, the least popular choice among parents, as well as the housing projects near Fresh Pond Parkway. The neighborhood deserves a vital school alternative. The only disadvantage is that it is not near the center of the Latino community in Cambridge, although any school bus ride in Cambridge is no more than 20 minutes. There are locations in Central Square that would also serve although none as well as this.

**C. Describe any unique demographic characteristics of the student population to be served.**

The population of Cambridge is ideally diverse. Overall 55% of the students are minorities, categorized according to the State Department of Education classifications as follows: Native American (.1%); Black (32.5%); Asian (8.8%); Hispanic (13.8%). The existing public school system offers bilingual instruction in Haitian, Portuguese, Spanish, Chinese, and Korean. Students with a native language other than English constitute 29% of all elementary students. This especially rich mix of nationalities in Cambridge makes it an ideal place to create a school that aims for proficiency in three languages. Our vision is more ambitious and encompassing than any existing school program. We believe in order to achieve success we need an entire school culture immersed in multiple languages, we need to build on students teaching students, and we need to provide adequate support to ensure comparable resources reach both English-speaking and non English-speaking students.

One measure of the variation in socioeconomic conditions is the school lunch program. Although the district wide proportion of students enrolled in the free lunch program at the elementary level is 46%, schools vary widely on this measure with Kennedy having 69% and King Open 17% of their respective student populations receiving free lunches. A significant effort needs to be made in areas other than food to equalize out-of-classroom resources that promote student learning.

**D. What are the school's enrollment projections for the first five years? What is the school's ultimate enrollment goal?**

Appendix 2 outlines the projected enrollment by grade for the first 11 years of the school. Initially the school will open with as many as 160 students, 120 of these in grade



K-2 plus a small fifth and sixth grade class of 20 each. Realistically, the number of primary school students the first year may be half of this, but estimates are difficult to make so we have projected the maximum number. Because of the strong emphasis on languages, the program cannot achieve its desired goals with students starting any later than sixth grade. Since K-2 is ungraded and students progress at individual rates, it is difficult to predict *exactly* how many will move to the upper level of the primary school in any given year. Over the first five years, however, maximum enrollment rises from 160 to 320 students and then reaches its full complement of 520 students in year 11.

**E. What grade levels will be served? How many students are expected to be in each grade or grouping?**

Ultimately The Cambridge Charter School will serve grades K-12, with two classes of 20 each for each "grade" level the norm. However, no students reach high school until the fourth year. Since what we are trying to accomplish in middle and high school, especially with languages, is ambitious and untried, the smaller leading class of middle school students in the early years will enable us to learn from our experience, make adjustments, and fine tune the program to ensure success.

## **6. Recruiting & Marketing Plan:**

**A. Demonstrate how you will publicize the school to attract a diverse pool of applicants.**

On February 9, 1995, we held an informational meeting of 35 prospective parents. Appendix 3 includes questionnaires filled out by participants who were willing to identify themselves. A number of parents who currently had children in the existing public schools expressed anxiety about repercussions and declined to commit themselves to paper in what they described as a "highly political" environment. Parents who came to the meeting and do not have a child ready for school in 1995-96 do have one for the following year. After March 15 we would utilize the following methods to publicize the school to a much wider group of applicants for additional meetings. These methods include:

1. Utilize community organizations that represent various ethnic groups, e.g. Concilio Hispano, Massachusetts Alliance of Portuguese Speakers (MAPS), and the Haitian American Cultural Center, to distribute flyers, communicate with their constituents, and help us organize meetings.
2. Provide press releases to Hispanic and Portuguese as well as English newspapers, e.g. *The Tab* and *Cambridge Chronicle*.
3. Run a PSA on Cambridge Community Cable Television and seek opportunities to appear on cable and radio talk shows.





4. Put flyers and posters in all the branches of the Cambridge Public Library.
5. Request permission to send home material (see Appendix 4 for brochure) to current students in grades K, 1, 4, and 5 in the Cambridge Public Schools and to speak to PTO meetings.
6. Contact other charter school applicants and ask them to notify their constituents.
7. Contact the Cambridge Partnership for Public Education, a consortium of institutions and local businesses, to help us notify Cambridge residents in these organizations about the school.
8. Contact women's shelters and the YMCA in Cambridge.
9. Request permission to do a mailing to Cambridge residents of Families First parenting programs, including their special subsidized programs for low-income families.
10. Have Ron David, member of the Board, inform personal contacts in the African-American community and Anabel Casey, Board member, in the Latino community.
11. Talk to local churches and hold meetings to inform families about the school.

**B. What type of outreach will be made to potential students and their families?**

All of the child care centers in Cambridge will receive brochures to send home to families of children entering school in the fall. Meetings will be held at individual centers that express sufficient parent interest.

We will request that the Home-Based Early Childhood program tell parents about the school when they make visits to new parents in Cambridge. We will also explore ways for Mt. Auburn and Cambridge Hospitals to send home information to parents who have babies delivered in those hospitals.

We will leave information about the school in the offices of Cambridge pediatricians and pediatric dentists.

**C. Describe efforts to recruit students without parents to advocate on their behalf.**

We will publicize and hold meetings at the five Youth Centers (Area 4, Moore, Frisoli, Gately, and West Cambridge) run by the Department of Human Services. We will request permission to make presentations to students in the current schools in Cambridge. We will request PSA's on radio stations that would appeal to students. Incremental in-person or telephone contact will be made as necessary to recruit hard-to-reach students.



## 7. Admissions Policy:

### A. Describe the admission methods and standards you will use to select students.

Our goal is to attract a group of families who share similar ideas about treating children with respect, about the importance of an individualized, child-centered curriculum that prizes *how* to think more than what to think, and about the need for greater emphasis on mastery of foreign languages and cultures, math, science, and the computer. The admissions process includes comprehensive conversations with parents emphasizing the need for agreement on the overall suitability of the learning environment offered by the school for their child. We expect parents to make a written commitment to support learning in the home and school and to meet their child's needs.

We recognize that many parents' overburdened lives or the memory of their own unhappy school experience might discourage a close involvement with school. We will exert special effort to overcome these obstacles and let parents know that if they *desire* to make a commitment to nurturing their child's learning, we will work with them to make it a reality.

Since normal admission will be for the primary school, families will need to indicate in the application that they are familiar with the principles and philosophy of The Cambridge Charter School and support them. For the special introductory middle school class in the first year and for any candidates for vacancies in the middle or high school in subsequent years, the student as well as the family must indicate support for the school's philosophy. In addition, all middle and high school students must agree to abide by the school's code of behavior and statement of individual responsibility and express an interest in pursuing this type of educational program.

No student admission tests or academic requirements exist for entry to the primary school, which will be the normal way to enter the school community. Candidates for vacancies created by attrition in upper grades will be required to demonstrate the same level of competence students in The Cambridge Charter School do in order to enter a particular grade level.

Diversity in the school will be achieved by diversity in the applicant pool. Admission selections will be made by lottery according to MGL c.71 s.89. Cambridge residents will receive preference and applications from outside Cambridge will only be considered if places available in the school exceed the number of Cambridge applications.

The Cambridge Charter School will not discriminate based on race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, or academic achievement in compliance with MGL c.71A & B and c.71 s. 89. Students with identified special needs or existing Individual Education Plans (IEP's) will be evaluated individually.





Since we encourage an individualized program for all students, special needs can be accommodated as long as we have staff capable of dealing with a particular disability. Parents of special needs students should realize that the resources of one school with several hundred students cannot equal in all cases the resources of the entire Cambridge School District with 8,000 children in providing for special needs.

**B. Describe the process and timetable to be used for admitting students, including a plan for the admission lottery for students both within and outside the district.**

Deadline for admission applications for fall 1995 is April 15. In future years a tentative deadline will be earlier, probably in January, in order to facilitate planning for the next year.

Cambridge applications will be selected by a lottery performed by O'Toole & Co., a certified public accounting firm, if applications exceed the number of openings. If the applications are not evenly distributed by sex, two separate lotteries will be created, one for boys and one for girls in order to ensure that there is not an overwhelming preponderance of one sex. In years subsequent to the first year, special preference will be given to siblings of current students as provided by law. If Cambridge applications do not exceed the places available, then applications from students residing outside Cambridge will be selected also by lottery if their number exceed the remaining available spaces.

**C. Explain how these policies further the mission of the school in a non-discriminatory fashion.**

The Cambridge Charter School supports the idea that admission should be open to all and no one particular group or person should be favored over another. Because we believe that our goal of creating a trilingual community of learners will best be accomplished with a student body that contains some non-English speakers, Cambridge is an ideal site because of its diversity. Recruitment is the key to our success. We intend to recruit sufficiently in the first year until *at least* 35% of the applicant pool comes from minority communities. In future years success in recruitment will rest on our demonstrated ability to foster a learning environment where minority students can equal the achievement of non-minorities. There is justifiable concern, for example, in the Latino and Black communities that no or few minorities qualify for admission into the Intensive Study Program at Longfellow School. Even more important than equal admissions is a desire on the part of the school to support and sustain minority students so that the goal of equal achievement can be realized.

## **8. Timetable:**

**Provide a detailed timetable of projected steps and dates leading to the opening of a charter school.**



**March 15, 1995 - May 1, 1995**

1. Intensive recruitment until goals are met.
2. Interview teachers.
3. Hire co-Directors.
4. Solicit funds for interim summer and start-up periods.
5. Hold meetings of the Board of Trustees for approval of co-Directors, bylaws, incorporation documents, and lease, and funding arrangements.

**May 1, 1995 - June 30, 1995**

1. Conduct admissions lottery.
2. Hire core of master teachers.
3. Elect two parents and two teachers to Board of Trustees.
4. Sign lease.
5. Teachers begin curriculum preparation.
6. Board of Trustees meet to confirm faculty hiring and lease arrangements.

**July 1, 1995 - September 5, 1995**

1. Finalize curriculum plans.
2. Additional teachers hired.
3. Teachers attend training, planning, and orientation meetings.
4. Educational materials as well as furniture ordered and installed.
5. Policy decisions on assessment and governance finalized.
6. Facility cleaned and prepared for use.
7. Contractual arrangements with outside firms established for non-academic matters, including insurance.





8. Final budgets created.
9. Requisite documents filed with Executive Office of Education.
10. Prepare agenda and backup material on school committees for first General Assembly meeting of the school to be held shortly after opening.
11. Board of Trustees approve final faculty hiring.
12. Necessary modifications made; inspections and approvals obtained.

## **9. Evidence of Support:**

### **A. Try to convey as clearly as possible the scope of community backing for the proposed charter school.**

With admittedly short lead times and token publicity (see Appendix 5 for *Cambridge Chronicle* article that was published the day of the meeting), we held a meeting on February 9 that drew about 35 parents interested in The Cambridge Charter School.

The Concilio Hispano has indicated an interest in working with us. Families First has agreed to work with our school families. Individual overtures to selected teachers who wish to remain anonymous indicate that they are as excited as parents about this new possibility. We have begun discussions with Seymour Papert of MIT about the possibility of using the charter school for additional research projects on children and computers. Once we receive a charter, we intend to contact Henry Rosovsky and Sara Lawrence Lightfoot, co-chairs of the Program on Schooling and Children at Harvard University, to volunteer the school as a site for collaboration and research on innovations in family programs, community building, school governance and finances, and curriculum development.

### **B. In tangible terms, such as a survey or letters of support, demonstrate this community support among teachers, parents, students, community leaders and others.**

See Appendix 3 and Appendix 6.

## **10. Educational Program:**

### **A. Describe the educational program of the school, providing a *detailed* overview of curriculum objectives and content in the main subject areas.**



The Co-Directors of The Cambridge Charter School in conjunction with the Board of Trustees are responsible for setting the educational objectives and measures of adequate performance for each of the major milestones: 1) from lower to upper primary school; 2) from primary to middle school; 3) from middle to high school; and 4) graduation. In broad terms students will have to demonstrate satisfactory completion of course work as well as the appropriate level of development in native-language reading and behavior management for progress at the first milestone; in English and Spanish language arts, computer, library research, and behavior management at the second milestone; in English language arts, math, science, U.S. history and civilization, and computer at the third milestone; and a comprehensive set of skill and content competency for graduation.

Within these guidelines, teachers will have freedom and flexibility to fashion individual curriculum that meet these objectives. The curricula for K-2, 3-4, and each grade of the Fundamentals from 5-12 are planned by teams of teachers involved. In middle and high school the curricula of language arts, history, government, computer, critical thinking, music, and art are integrated around the culture under study. In general, K-2 is relatively unstructured with about half of the day's activity determined by the student. Grades 3-8 are more structured, and high school again incorporates more choice and self-direction by the student.

The primary school aims to provide the experience of a stimulating home environment in the larger school context of the school community. Whenever possible, activities like cooking, crafts, trips, and dramatics will serve as avenues to explore the curriculum as well as occasions for social development. Teachers will incorporate the materials and methods of Montessori and other educators as deemed appropriate.

One of the designs of the school is to break the uniform curriculum where all students are expected to learn the same thing at the same pace. Math, for example, is taught in tutorial so that each child can progress at his maximum potential without acquiring any negative comparisons with others. Appendix 7 gives an example of the math guideline a primary school teacher would fill in to chart the introduction, review, and mastery of mathematical concepts and skills for an average student. We anticipate that some students will master all of these skills and concepts by the end of primary school; others not until the end of sixth grade. All students must pass an exam at the end of eighth grade that demonstrates math competence through pre-algebra in order to enter high school.

In language acquisition also teachers will assess each child's abilities and try different strategies for visual and auditory learners. No early identification of difficulties will be communicated to the child but rather additional teacher time and resources will be applied in as normal a fashion as possible until the child gains literacy.

The chief distinction between lower primary grades and upper is that in the lower grades children learn to read whereas in grades 3 and 4 they read to learn. Appendix 8 indicates guidelines for English language arts competence for English-speaking children by the end of primary school, the majority of which will be mastered in grades 3 and 4.





Latino children will be expected to master similar skills in Spanish. English-speaking children will have more modest goals for Spanish language acquisition and similarly Spanish-speaking children for English.

The major focus of the entire primary school is narrative. Stories will be constantly read or told to children, written and read by children, and discussed with children. Children will come to understand the meaning in the stories of their own lives, of heroism, of villainy, of our country, of Boston/Cambridge, of history, of great scientific discoveries, and of inventions great and small. They will learn how stories are made and how to evaluate a story. They will discover their own voice and how to distinguish it from other voices.

One important premise of the primary school is that skill mastery does not necessarily precede knowledge. The human mind is constructed to deal with richly complex environments, to make sense of experience, and to store information for future use. Even before children master the basics of reading and arithmetic, they can formulate and get excited about important large questions and concepts. The curriculum should be expansive, not reductive; it should overreach children's imaginations, not constrict their curiosity. It is imperative that elementary education contain a curriculum rich in stories and interesting content from the very beginning. Reading must come from whole language in a context of real literature just as mathematics and science must derive from situations in real life.

Appendix 9 gives an overview of proposed content of major subjects areas for K-4. By design we do not want to present teachers in the primary school with a fixed curriculum that must be followed to the letter. Teachers will have at their disposal a great deal of knowledge, a store of experience of teaching situations, several detailed models of written curriculum, and their own particular favorite lessons. But they must bring all of these resources to bear in a classroom of children with unique strengths, problems, abilities, and family situations and adapt and arrange each day's activities in a way that meets the individual needs of those children. It is unthinkable that a teacher could create a year's supply of lesson plans before ever laying eyes on the children and call it individualized learning. First of all, teachers need to assess where each child is in terms of development and then create daily activities that meet those particular needs and move those particular children forward into new areas of learning.

The middle school extends a focus on narrative to include its relationship to science and technology by examining how different languages--English, Spanish, math, music, computer programming, Morse code, sign language--are used to convey thoughts and feelings, to define what constitutes culture, to compare the effect of being in one culture versus another, to experience a perspective outside the self, and to enact a reversal of the Tower of Babel story--the formidable power that comes when human beings are connected by a common language.



The high school continues what is begun in the middle school with French or Portuguese language acquisition and study of four additional cultures (ancient Greece and Rome, Canada, China, Germany/Russia). The emphasis in high school will be on giving increasing amounts of choice and self-determination to students as they gain proficiency in critical thinking and inquiry, problem identification and solution, mastery of several languages of expression, forging interesting connections across disciplines, working independently and in groups, and responsibility for self-education. Although students will reach these adult modes of learning at differing rates, all should attain them before graduation and demonstrate these proficiencies in a culminating independent project in the senior year.

Appendix 10 gives an overview of proposed content for subjects areas in grades 5-8 and 9-12.

### **B. What teaching methods will be used? How will this pedagogy enhance student learning?**

A number of the teaching methods listed below that inform our approach can be considered innovative.

- **A new discipline**

Traditional schools, despite a flurry of new educational activities, still by and large pursue a "command and control" model based on the military. Methods courses instruct teachers to place an extraordinarily high premium on blind obedience, following directions, sitting in assigned seats, formal address, and silence in corridors. Most of these actually impede student learning.

- **A wide variety of methods used**

Teachers need to be trained in multiple approaches to a given educational objective, including special education training, so that they can diagnose problems, apply an appropriate technique for a particular child, stimulate multiple intelligences in the classroom, respond in a new way when a child does not understand the first time around, vary the pace, sustain class interest, and evoke the will to learn.

- **Inclusion of student choice**

No adult would enthusiastically go to work every day at a job where he had no choice about anything, not even about when it is permissible to go to the bathroom. Yet children face situations of daily humiliation in most schools. The tension between freedom and responsibility, choice and expectation should respectfully be explored with an aim to yielding students as much initiative as they can productively handle.

- **Process-oriented learning**





Habits of mind are stressed in all courses. Students learn to ask themselves critical questions: What is this person's point of view or bias? Do I believe this? What is left out? What is the meaning of this? How does it relate to what I already know? Why? Why not? Students also learn to reflect on the learning process and become more self-conscious of how and why they learn and fail to learn.

- **Personalized learning**

Teachers will routinely take an inventory of what a student knows before introducing a new subject or concept so that unnecessary repetition is minimized and each child is encouraged to take the next step. Students will be allowed to self-select groups based on ability, comfort, and interest. At least one adult will make each student's learning the focus of his/her attention and meet regularly with that student.

- **Study techniques taught**

Explicit instruction in study techniques will be integral to all levels of the school: how to take notes, how to summarize, how to study spelling, how to study vocabulary, how to self-test, how to self-edit, how to memorize, how to do homework, how to take a standardized test, how to prioritize time, how to delegate tasks in groups, how to get organized, how to begin, how to do library research, how to select a topic. We believe many students suffer poor learning outcomes because they have never been trained in these techniques.

- **Interdisciplinary learning**

Teachers are trained in more than one discipline and regularly prompt students to look for connections across disciplines. The divisions of subjects in Appendices 9 and 10 are artificial constructs. Most courses are not taught as isolated subjects but integrated; the cross cultural course explicitly combines language, literature, history, government, philosophy, economics, music, art, dance of one culture and compares it to American culture.

- **Pervasive literacy**

Students are immersed in reading and writing from K-12, and books are accompanied by activities that develop students' understanding of form and significance. In the primary school the entire school community stops everything and reads silently for 30 minutes each day.

- **Individual math tutorial**

No student will feel incompetent about math compared to another. Students will wonder why so many people hate math and settle for innumeracy.



- **Science includes practical trades**

Students will have time to tinker, take things apart and put them back together, build, and design things. Students will have time to ask questions, wonder, hypothesize, test assumptions, measure, collect data, make inferences, and explain. And they will do all of these together in domains traditionally thought of as trade as well as academic subjects.

- **Everyone becomes trilingual**

Language learning will be far more intensive than usual and Spanish bilingualism in the primary and middle schools will be two-way. Teachers as well as students will learn and practice foreign languages together in normal everyday situations, e.g. at recess and in the lunchroom. The primary school is modeled on research that recommends a period of listening followed by student-initiated use to meet real needs. When use begins, teachers ensure that students receive comprehensible input to keep moving them from the safety of what they know to new words and idioms.

- **Assessment and technology serve learning**

We believe tests and technology should be employed the way physicians use them--as diagnostic tools that lead to insight. A computer simulation as well as a standardized test should always be viewed as means to a larger purpose

### **C. Describe the school calendar and hours of operation of the school.**

The school day is from 8:30 a.m. to 5:30 p.m. Monday through Friday. In middle and high school the library will remain open until 10 p.m. for students use. The school calendar will begin the day after Labor Day and end around June 15, giving approximately 185 days of instruction. The school will honor as holidays Columbus Day, Veterans Day, Thanksgiving (2), Christmas (6), New Year's Day, Martin Luther King Day, Presidents' Day, Winter break (5), Memorial Day. From July 5 to August 30 teachers will be required to spend 5 of the 8 weeks in professional development, planning, and student remediation if necessary.

## **11. Student Performance:**

### **A. Describe your proposed plan to assess student performance.**

Assessment will be based on mastery and performance outcomes rather than courses taken or time spent in school. Assessment serves multiple purposes: 1) diagnosis for teacher and student about what students know; 2) measurement of student progress compared to past performance; and 3) comparison with others in the same school and in others schools across the nation.





A great deal of criticism about assessment has focused on tests which drive curriculum. Tests per se are not bad nor will the substitution of portfolios alone solve the problems of schools. What is wrong with tests is that they test for content or memorization instead of understanding and genuine thinking and that they measure short-term retention, not long-term assimilation. At The Cambridge Charter School tests will measure long-term retention, understanding, and active use of knowledge; total assessment includes evaluation of content, skills, creativity, problem-solving abilities, social/ethical development and learning/thinking habits. Different kinds of tests will be used to make these various assessments.

Different amounts of testing are appropriate at different stages of a child's development. It is difficult to overestimate the damage that early negative labels can have on a child's emerging self-esteem. Therefore, in the lower primary school (K-grade 2) there are no letter grades and few tests. A portfolio of best demonstrated work is begun for each child that will continue throughout the school years. Four times a year a lengthy written evaluation of several aspects of each child's development will be shared with parents.

Passage to the upper primary school (grade 3 and 4) is based largely on demonstrated ability to read and comprehend written material, readiness of manual dexterity for cursive and perform other tasks requiring fine-motor skills, and emotional maturity. No student is ever held back because of math underperformance because math instruction is totally individualized.

In upper primary school formal tests and grades are introduced. The quarterly report card includes along with the in-depth written evaluations by teachers a written self-assessment by the student. The aim of self-assessment is to make students conscious of the learning process and develop the habit of continual self-examination. Students are taught to view evaluations as helpful learning tools and are encouraged to request tests at their discretion. The school requires a modest amount of school-initiated tests. Teachers compile a record for each child of frequent, informal testing.

In order to pass from primary school to middle school and from middle school to high school, students must pass a series of exams created and graded by a special team composed of high school teachers, the co-Directors of the school, and Board members. In order to graduate students must pass similar exams created and graded by a team that includes outside educators in addition to those parties mentioned above. These exams utilize a variety of assessment techniques and test for interpersonal skills, performance mastery, problem-solving ability, as well as retention, understanding, and active use of academic and practical knowledge covered.

**B. What remediation will be available for underperforming students?**



Because The Cambridge Charter School will not require students to learn exactly the same way at exactly the same moment, our definition of underperforming means something different from a school that expects children to march together in unison. Although we expect every child to meet the standards set at regular intervals, we recognize that children learn at different paces. Some students may finish their K-12 education in fewer than 13 years and some may take longer.

Our definition of underperforming recognizes that there are many different factors that can cause a child to have poor learning outcomes:

- 1) an unhealthy and unstable home environment
- 2) unmet physical needs, such as hunger
- 3) physical disabilities, e.g. hearing, eyesight, or learning disabilities
- 4) inadequate effort
- 5) inadequate or unclear instruction
- 6) outside work commitments
- 7) inadequate time
- 8) stress from overloaded schedule
- 9) dysfunctional study habits
- 10) temporary personal crisis
- 11) anger
- 12) discouragement

The first task is for a teacher to meet individually with an underperforming student in order to diagnose through discussion and observation which of the many possible problems are contributing factors. A teacher may ask a team of teachers for advice and consultation whenever necessary. Since the entire culture of the school is focused on daily problem-solving, no one is rewarded for ignoring problems nor penalized for having them. When the problem is cognitive, an individualized course of study will be devised through study skills and special learning strategies. These sessions are respectful and collaborative, not punitive and occur as often as necessary.

When a student exhibits sustained lack of effort and deliberately negative or disruptive actions, the student will be removed from the classroom and meet with a co-Director and other professionals in order to identify the source of the problem. With teachers and administrators continually building a working relationship with each child based on listening, sensitivity, support and mutual respect, when problems arise adults can creatively engage in joint problem-solving sessions with the student until a mutually-satisfactory solution is reached and the student is ready and able to begin learning again.

**C. How will student development towards the school's stated learning objectives be measured?**





Skills are measured by engaging students in examples of the target performances desired. This method, called authentic assessment, is described by David Perkins in his book, *Smart Schools*. For example, a student may be required to sight read a piece of music or conduct a conversation in a foreign language. Content coverage may utilize conventional forms of testing, but in order to test a student's ability to think creatively he may be asked to write a story or essay or design or build a model. Authentic assessment of mathematical attainments engages students in open-ended problems that require math reasoning. Another possibility might be to pose a Fermi problem, activities named after the Nobel Prize-winning physicist Enrico Fermi who offered such problems for fun. All of these examples exhibit some of the following characteristics described by Perkins:

- 1) They are open-ended rather than one-right-answer problems.
- 2) They are not solvable by applying a routine formula or method.
- 3) They require substantive understanding of meaning.
- 4) They demand considerably more time than conventional problems.
- 5) They call for pulling together a number of different ideas from disparate sources.
- 6) They often involve writing as well as formal manipulations, such as computations.
- 7) They usually have a complex product.

In the primary school, students compile portfolios of work accomplished and take tests throughout the year. Teachers and students keep notebooks of daily schedules of activities. Quarterly written narrative evaluations by teachers are shared with the student and parent in a joint conference. Students engage in self-assessment and discuss discrepancies in perceptions between student and teacher with parents. Regular communication between teacher and parent is encouraged via E-mail, and problems are handled in *ad hoc* meetings.

In middle and high school, courses receive final letter grades; assessments occurring before a final grade are ungraded and function to diagnose problems. Only final grades are entered into the student's records. Students are encouraged to request assessments whenever they feel uncertain about their understanding of academic material. Although the school does impose formal assessments on students, the intention is to enable students to see assessment as a useful diagnostic tool, not a crippling judgment of their abilities, that can help them chart their progress compared to past performance, their peers, and the world at large. A second reason interim assessments are ungraded is to encourage students to rely on *internal* instead of external motivation and standards. We want the hard work of students to be fueled by a love of learning and a personal drive for excellence rather than a desire to please others.

In middle and high school, students continue to compile a portfolio of significant work and are required to compose quarterly written self-assessment narratives that accompany the teacher's assessments. Once a year students grade teachers and courses with a letter grade, survey questionnaire, and narrative comment.



Overall, we expect student outcomes to exceed those of students in existing Cambridge public schools. We will administer SAT tests order to facilitate comparison with other school districts. In accordance with MGL. c. 71 s.89 we will administer the Massachusetts Educational Assessment Program in reading, math, science, and social studies in fourth, eighth, and twelfth grades and the Massachusetts Basic Skills Testing Program in reading, writing, and math in the third, sixth, and ninth grades.

## **12. Accountability:**

### **A. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?**

The most important measure of a school's performance is student learning outcomes. Standardized test scores and placement in college or work after graduation will serve as indicators of our success. Another valued measure will be student enthusiasm and desire to come to school and to learn. Finally, the number of applications to the school each year will indicate the satisfaction of parents and families in the school.

More specifically, each student in middle and high school provides a written evaluation of his teachers and courses. Parents twice a year are requested to fill out an evaluative questionnaire on their child's development, their opinions of their child's teachers, and their views of the school.

### **B. How will teachers and administrators be evaluated? Describe your standards for teacher and staff performance.**

There are no distinct administrators. Most of the administrative functions are managed by committees of teachers, students, and parents. The co-Directors teach half-time and are responsible for monitoring master teacher effectiveness and other administrative tasks in the remaining time. Barring unusual circumstance, master teachers receive a formal review once a year. Their evaluation includes effective teaching of students, coaching of apprentice teachers, and curriculum development. In practice, evaluation will be ongoing in a collegial atmosphere of dialogue.

Teachers meet weekly to discuss problems, receive feedback, and share strategies to improve teaching. Apprentice teachers will be evaluated on willingness and ability to learn as well as student progress. In a climate of trust and openness, examples of actual teaching situations will be discussed weekly as illustrations of problems to avoid and successes to emulate. Apprentice teachers will be encouraged to sit in the classrooms of master teachers as their schedules permit. All teachers are asked once a year to provide a written self-assessment of their teaching and of the school. Goals are mutually discussed and master teachers viewed as resources to help teachers reach their goals. Teachers will be held responsible for acceptable student outcomes and must document repeated steps in the teaching process and request assistance whenever student failure occurs.







The Board of Trustees will formally assess the co-Directors of the school annually. They will be responsible for appointing a committee that spends several days at the school as part of an annual review.

The School endorses a national certification procedure and as funds permit teachers will voluntarily apply for board certification to the National Board for Professional Teaching Standards, a Detroit-based nonprofit organization. This yearlong process includes written essays, oral interviews, discussion with the applicant's colleagues, parents, and students. Candidates must also be videotaped during class to evaluate their teaching technique. We view this as an external formalization of the school's own internal procedures.

**C. How do you plan to hold your school accountable to the public and the parents of the children in attendance at your school?**

The cornerstone of The Cambridge Charter School rests on strong parental involvement. To that end, parents will have more regular contact with the school than is usual through newsletters, online via the Internet, by telephone, or in person. Parents are welcome at any time in the school. This could take the form of assisting the classroom teacher, reading to young children, working in the library, accompanying students on a field trip, teaching a course, tutoring in a foreign language, sharing computer knowledge, building a set for a student drama, or working on a special project. Every effort will be made to capitalize on the special skills and talents of parents to enrich the educational experience. Parents will also have the opportunity to work on a number of school committees that handle the administrative functions of the school as well as to vote in the General Assembly meetings three times a year.

On a regular basis, students will be given special homework assignments to be done together with parents. These assignments are designed to help parents stay informed about the academic activities of their children and are opportunities for bilateral, collaborative learning/teaching experiences between parent and child. The school promotes regular contact and interaction between parents and teachers on a multitude of occasions, not just when problems arise. Parents should share in the triumphs as well as trials of their children's education. Parents are encouraged to take evening courses, particularly in English literacy, computers, foreign languages, and science as much as possible in order to role model the importance of these disciplines as well as become better able to support their child's educational efforts.

Three times a year the entire school community--co-directors, faculty, parents, students---are invited to a General Assembly meeting at each of the three levels to discuss major issues facing the primary, middle, or high school and engage in collective decision-making, consensus problem-solving, and community building. Typical agenda items might be faculty hiring, new courses, or capital expenditures. Parents can place any issue on the agenda for a General Assembly meeting. Although the resolutions passed must be



confirmed or vetoed by the Board of Trustees, they are taken seriously as indication of collective will.

**D. Discuss your plan for regular review of school budgets and financial records.**

The Finance Committee is responsible for creating the budget in conjunction with the co-Directors of the school and for keeping financial records. At the last General Assembly of the school year, the Finance Committee presents the next year's budget for approval by the Assembly. The co-Directors of the school make sure that ongoing expenditures stay within the confines of the budget. The Board of Trustees approves each year's budget. The school will use outside bookkeepers and certified public accountants as necessary to maintain complete and accurate financial records according to generally accepted accounting principles.

**E. Describe your system for maintaining school records and disseminating information required under public school law, including the annual report, as set forth in M.G.L. c. 71, s.89.**

The Records Committee in conjunction with the office secretary will be responsible for maintaining attendance, student, faculty records, annual reports, and records of inspections pertaining to public health or other governmental regulations. As required by law the co-Directors will prepare an annual report for each school year to be submitted to the Secretary of Education, to parents of enrolled students, and to prospective parents containing at a minimum articulation of progress toward the goals of the charter school and financial statements.

### **13. Human Resource Information:**

**A. Describe the standards to be used in the hiring process, including teacher certification requirements or any other professional credentials.**

The Cambridge Charter School plans for at least half of its staff to be certified teachers with a track record of successful student learning. We also value the expertise of university faculty who desire to teach at the secondary level as well as practitioners in the real world in subjects like economics, business, government, law, medicine, the performing arts, fiction, and vocational trades. Normally these practitioners would acquire teacher certification in the summer or receive national board certification within a reasonable time period after being hired full-time. All prospective teachers will be required to teach one class under observation and make a presentation to the appropriate General Assembly about why they want to teach at The Cambridge Charter School.

We also value the teacher training conducted at weekly faculty meetings and the in-depth training of apprentice teachers by master teachers. Teachers will make presentations at these weekly meetings on a variety of topics of concern, from curriculum





development to authentic assessment to individual student problems, that will focus attention on a detailed working out of the school's principles. Outside speakers and educators will on occasion conduct workshops and lectures to the teaching staff. A greater rather than lesser amount of time, energy, and resources will be spent on professional development of teachers at The Cambridge Charter School.

#### Job Descriptions:

Co-Directors. Demonstration of an understanding of the school's mission and philosophy. Teaching experience and ability to handle administrative functions and maintain a working relationship with the Board of Trustees, parents, and the community. Ability to bring creativity and imagination to the ongoing evolution of an integrated, interdisciplinary curriculum and an infectious zeal for learning to the entire school community.

Responsible for recruiting and recommendation to hire master teachers; create annual report; monitor and evaluate master teachers and make salary recommendations to the Board; teach at least two courses; oversee agenda and run General Assembly meetings; moderate and weigh conflicting claims among the three levels of the school; preside over professional development; conduct discussions with students having disciplinary problems and work with the Judicial Council for serious infractions of school rules.

Master teachers. Strong academic qualifications with demonstration of a successful track record of teaching, of student learning, of curriculum development, and of written and verbal communication. Desire to extend learning into new areas of expertise--including foreign languages; to share teaching techniques with others; to nurture apprentice teachers; to rethink the educational process; to support the philosophy and mission of the school. Responsible for team curriculum development; subject area classroom teaching; professional development; innovative authentic assessments; transition and graduation exams; participation on school committees; attendance at General Assembly; evaluation and training of apprentice teachers.

Apprentice teachers. New teachers, college graduates, master degree candidates or others with relatively little teaching experience. Desire to participate in new kind of school where teachers have greater responsibility and accountability and students and parents are encouraged to be active in the learning process. Responsible for co-managing the learning process with a specific number of students; working closely and communicating with parents; training for competence in more than one subject area and a number of specialties, including special education, foreign languages, library, and computers; informally and formally assessing students; participation on school committees; attendance at General Assembly; five weeks of summer professional development or student remediation.

Part-time teachers. Teachers, undergraduates, or practitioners with interest in exploring teaching in charter schools. Work twenty hours or fewer per week. Principally supplement the teaching staff in foreign languages, music, art, physical education, math tutorial, drama, and some science specialties.



**B. What is the targeted staff size and teacher/student ratio?**

The overall student/teacher ratio will range between 9 and 10 in the first five years. If enrollment reaches the maximum of 160 students in the first year, there will be 2 co-directors, 8 master teachers, 6 apprentice teachers, 3 full-time equivalent (FTE) part-time teachers for a total of 19. If enrollment reaches 200 in the second year, the school will have 2 co-directors, 9 master teachers, 7 apprentice teachers, 3 FTE part-time teachers for a total of 21. At enrollment of 240 the third year, there will be 2 co-directors, 10 master teachers, 8 apprentice teachers, 4 FTE part-time teachers for a total of 24. At enrollment of 280 in the fourth year, there will be 3 co-directors, 12 master teachers, 10 apprentice teachers, 5 FTE part-time teachers for a total of 30. And a fifth year with enrollment of 320 will have 3 co-directors, 14 master teachers, 12 apprentice teachers, and 6 FTE part-time teachers for a total of 35. These figures would be reduced proportionately for lower enrollments.

**C. What professional development opportunities will be available to teachers and other staff?**

A generous portion of the budget is set aside for professional development. Weekly faculty seminars and meetings as well as four weeks in the summer devoted to professional development create a meaningful commitment to attract and grow well-rounded, outstanding teachers who are themselves lifelong learners.

**D. Describe your human resource policies governing: salaries, contracts, hiring and dismissal, benefit packages.**

Salaries are set individually based on work and life experience and in subsequent years on performance, although master teachers will generally earn around \$50,000 and apprentice teachers \$25,000-\$30,000. We do not anticipate unionization of the teaching staff. Teachers will be hired for a one-year term, renewable for a second year before becoming eligible for longer term employment. Policies regarding termination for cause will be established by the faculty, co-Directors, and Board of Trustees, including at least one warning, written notice, and severance pay.

As required by law, teachers are subject to the state retirement system. For teachers coming from public schools, existing health care benefits will be maintained or teachers can choose specified alternate benefits. For those coming from other employment situations with or without health care, the school will offer an innovative health care package that has incentives for prevention and cost containment.

## **14. School Governance:**

**A. Describe the internal form of management to be implemented at your school, including any plans to contract with an outside group to manage the school.**







No outside group will manage the educational program of the school, although support services like payroll, purchasing, accounting, legal, cafeteria, janitorial, and maintenance may use outside firms. The major internal form of management will be school committees, e.g. finance committee, admissions committee, records committee, bookkeeping committee, building & grounds committee, parent liaison committee, nominating committee, judicial council, library committee, family education committee, professional development committee, work committee, celebration and special events committee, fundraising committee. Teachers, parents, and in middle and high school students comprise these committees. Some committees report to the Board of Trustees, some to the co-Directors, and some to the General Assemblies.

There are three General Assemblies--one for the primary, one for the middle, and one for the high school. A General Assembly includes co-Directors, the relevant teachers, the relevant students (except at the primary level), and parents of those students with each person receiving one vote. Each Assembly meets three times in each school year and votes on important issues, e.g. teacher hiring, curriculum changes, capital expenditures, budget, code of conduct, board vacancies, new directions, assessment, that in turn are sent to the Board of Trustees for confirmation or rejection. Any member of a General Assembly may request to put an item on the agenda for discussion. The co-Directors propose; the Board advises, consents, and oversees the whole. But the General Assemblies function as the main democratic decision-making body.

The Cambridge Charter School aspires to run more like a business and less like a bureaucratic institution. Budgeting will be detailed, and creative ways to raise funds explored. The school will model a bare-bones approach to administration. Committees work closely with the co-Directors who make daily operational decisions that keep the school running smoothly.

## **B. How will the board of trustees be chosen?**

The original six members of the Board of Trustees are appointed by the founding organization, the McKenzie Foundation. As soon as the Board approves the hiring of the first group of master teachers, two additional members will be elected from their ranks. At the first meeting of the General Assemblies, the nominating committee will take names of parents who wish to serve on the board and the second meeting of General Assemblies two parent representatives for the Board will be elected. Board members (except co-Directors) serve two-year terms renewable once on a staggered schedule. Co-Directors are Board members for the duration of their employment as directors. In future years the school's faculty will nominate and elect faculty representatives to the Board while parent representatives continue to be nominated by the General Assemblies. Educational, community, or business leaders who share the school's vision will be nominated by the McKenzie Foundation. Ballots will go to all three General Assemblies for a vote among the names put forth by the nominating committee. Results will go to the Board of Trustees for approval.



## The Board of Trustees

### Jane Roland Martin

Dr. Jane Roland Martin, a professor of philosophy at the university of Massachusetts, Boston from 1972-1992, has devoted her scholarly career to the study of education. Her most recent books on the subject are *The Schoolhome: Rethinking Schools for Changing Families* (Harvard University Press, 1992) and *Changing the Educational Landscape: Philosophy, Women, and Curriculum* (Routledge, 1994). Her most recent article, "A Philosophy of Education for the Year 2000," (See Appendix 11) was just published in the January 1995 issue of *Phi Delta Kappan*. A past president of the Philosophy of Education Society, a former Guggenheim Fellow, and the 1991 recipient of the Distinguished Woman Philosopher Award from the Society for Women in Philosophy, Dr. Martin has been the keynote speaker at numerous conferences in the United States and abroad. In 1993 she was awarded an Honorary Degree by Salem State College. Beginning in April, Jane Martin will be a Cambridge resident.

### Ronald David

Dr. Ronald David is a pediatrician specializing in child and maternal health. He has been Assistant Professor of Pediatrics at the University of Pittsburgh School of Medicine, President of the Medical Staff at the Children's Home of Pittsburgh, Co-Chairman of the Governor's Commission for Children and Families in Pennsylvania, Acting Secretary of Health in the Pennsylvania before coming to the Kennedy School of Government where he is a lecturer in public policy. He has received the Children's Hospital of Pittsburgh Award for Excellence in Teaching and the Manuel Carballo Award for Excellence in Teaching at the Kennedy School. (See Appendix 12 for his recent article on the health implications of a coherent narrative in educational curriculum.)

### Alex Packer

A Cambridge resident, Dr. Alex Packer was Director of Parkmont School in Washington, D. C., an innovative middle school, for 8 years. He has since served as Director of Education for the Capital Children's Museum. Dr. Packer holds a Ph.D. in Educational and Developmental Psychology from Boston College and an Ed. M. from the Harvard Graduate School of Education. At Boston College he and Dr. John Dacey conducted a four-year study of highly creative children and the parenting styles that fostered that creativity, which became the basis for his book *The Nurturing Parent*.

### Robert Whittemore

Robert Whittemore, currently Assistant Professor of Anthropology at Lewis and Clark College, has had a lifelong interest in how cultures of learning are formed. He has a Ph.D. in Anthropology from UCLA and has taught since 1987 at the Bard Institute for Writing





and Thinking. An outstanding teacher, he founded a summer institute for high school students from around the U.S. Before his teaching career he ran a child care center and spent three years in the Peace Corps in Africa.

### **Anabel Padilla Casey**

Dr. Anabel Casey has a Ph.D. in Educational Administration from Boston College and an M.A. Education from Interamerican University in Puerto Rico. She was the Superintendent of Catholic Schools in Puerto Rico for 7 years and before that school principal and elementary and secondary teacher. She was Assistant Dean for Students at the School of Education at Boston College and Assistant Regional Director for RESS for New England, responsible for organizing programs using Chapter I funds to serve at-risk students throughout New England.

### **Janet Rich**

A Cambridge resident for 20 years, Dr. Janet Rich has four Harvard degrees: A.B., M.A., Ph.D., and M.B.A. As President of the McKenzie Foundation she is an advocate for children and family education. Her enthusiasm for charter schools, her vision for a school that serves families as well as children, her passion for a learning environment that empowers teachers and students, her belief in the importance of foreign language acquisition and the study of foreign cultures, and her conviction that schools should be smaller, more efficient, more effectively- managed, more creative institutions fuel the drive behind The Cambridge Charter School.

See Appendix 13 for resumes of the Board of Trustees.

### **C. Describe the roles and responsibilities of the board.**

The Board of Trustees confirms or rejects all strategic General Assembly decisions, including faculty hiring and firing, curriculum, budget, capital expenditures, student expulsions. It reviews and evaluates the co-directors of the school and is involved in the annual review of the school. It safeguards the original mission of the school and provides outside accountability.

### **D. Describe the relationship of the board to teachers and administrators.**

Two teachers sit on the Board as well as the co-directors of the school. The Board does not primarily initiate actions, but rather a react, evaluate, and pass final judgment. Teachers along with parents and students in the General Assemblies are the key decision-makers.

### **E. Discuss the nature of parental and student involvement in decision-making matters.**



Parents and students have a much greater role in school governance than in traditional schools. Through votes in General Assemblies and participation on school committees, parents and students are involved in every aspect of decision-making.

## 15. School Community:

### A. What type of community environment do you hope to foster at your school?

The Cambridge Charter School will be a community of learners. Above all it will be a place where everyone--including children--are treated with respect, where students are given meaningful choices, where individual needs are met, and where what Jane Martin calls the 3 C's of care, concern, and connection abound.

It will be an environment that fosters personal responsibility. An illustration may convey how this will work better than generalization. Take, for example, the library. We do not plan to have a school librarian. Instead, teachers will instruct students in library skills, students will learn the Dewey Decimal System and practice alphabetizing while they reshelve books, and the library committee will gather suggestions of books to order from parents, teachers, and students. Instead of one person thinking about books, hundreds will be noticing books in stores, reading reviews in newspapers and magazines, and jotting down ideas of good books to purchase. The entire school community will be thinking about books, and the school library will be full of books that teachers, parents, and children want to read.

Furthermore, when children shelve library books, they will undoubtedly make mistakes. Now some people might say that is precisely the reason one should not allow students to reshelve books. But, in fact, the experience of frustration when students cannot find a misfiled book contains valuable learning. Students learn numbers are important and getting them right matters, which is something they are directed to learn in math. But when they learn it in the real life experience of the library, they possess that knowledge. When enough students are frustrated, they will hold a problem-solving meeting and brainstorm how to create systems and procedures to eliminate the problem--more good learning. Finally, students learn the very important lesson that mistakes are all right. Mistakes are the chief way we as human beings learn. Most schools are designed to prevent students from ever making mistakes, from ever stepping out of line; and students are made to feel bad if they do make mistakes. But if teachers and parents allow children to make lots of little mistakes at home and at school while adults are there to help them learn the right things from those mistakes, students will be less likely to make the big mistakes later on when adults are not present. The message that children will receive daily at The Cambridge Charter School is that there is no mistake so great that they cannot recover and there is no problem so great they cannot overcome it--a lesson that is as important a part of the curriculum as any academic subject.





The teachers at the school will be a collegial body displaying mutual respect where each one helps the other learn how to do the job of teaching better. We will work hard to establish an open climate of trust and support where mistakes are not penalized but recognized as opportunities to learn. Teachers model the process and values of a nurturing education. Children learn by imitation; they learn more from what adults do than what adults say. Teachers must model mutual respect, problem-solving, social responsibility, curiosity, honesty, empathy, and unconditional acceptance of feelings and ideas. Teachers should articulate how they learn, engage in inquiry, take appropriate risks, and learn from their mistakes so that children may do likewise.

Parents are honored as the first teachers of children. Families are encouraged to come to the school for lunches and other social events so that they will get to know the teachers and other parents. No one is ever shamed or made to feel inadequate. We recognize that the job of parenting is the most challenging and important job that most people will ever face. And parents today seem to have less time and energy to do it well. The school will continually seek ways to help parents learn how to make life with children more enjoyable and how to support our educational goals. For example, the value of parents' reading to children at home is widely acknowledged. At The Cambridge Charter School, we will invest in multiple copies of books so that each night children in the primary school bring home a book for parents to read to them. At the end of the week, the child chooses his favorite book and takes it home to keep. Over several years a child will accumulate hundreds of books for his own personal library--books he can use over and over or when he is older read to a younger sibling.

The school will be a community that welcomes all its members. As Jane Martin points out, Nora Ellen Groce in *Everyone Here Spoke Sign Language* describes the community of inhabitants of the "up-Island" area of Martha's Vineyard and their remarkable integration of deaf people into their society. Deaf people were active in town government and the local militia, they owned stores, at least one was a minister. This was possible because the hearing people were bilingual. They learned at an early age to communicate with the minority in their own "tongue." Deaf people were not considered handicapped; indeed, were not even thought of as belonging to a group called "the deaf." "The most important lesson to be learned from Martha's Vineyard," wrote Groce, "is that disabled people can be full and useful members of a community if the community makes an effort to include them." I take the Martha's Vineyard story to be an example of how The Cambridge Charter School will become a trilingual culture that values all its members. It was the Islanders' desire to achieve the full integration of a minority into their society that led them to incorporate into the curriculum of the whole society the cultural capital belonging to relatively few and the determination that the dominant group adjust some of its mores to those of the few that is so pertinent.

#### **B. Describe the nature and extent of parent involvement in the life of the school.**

Students, parents, and teachers alike will have a double sense of ownership of the school: it is a place where they belong and it also belongs to them. Through participation





on committees and in the General Assemblies parents and teachers will work together and share a common purpose: to create the best possible learning community. Parents will be actively involved with the teachers who directly relate to their child via phone, in-person meetings, and E-mail. Although we will be sensitive to the work needs of families, we expect all parents to be involved with and support their child's education. Many will choose to take a leadership role in actually running the school.

**C. Describe the relationship of your school to the surrounding community, and vice versa.**

In the beginning years, the major focus of the school will be to build a strong school community. After that is achieved and as the school grows, it will be able to reach out to the larger community. We aspire to be able to offer evening courses and to provide other services that would make use of the school facilities--especially athletic and cafeteria when we have them--for members of the wider Cambridge community. Special events and cultural celebrations will enrich the immediate neighborhood, appealing especially to the Haitian, African American, and French Canadian residents living nearby.

The Cambridge Charter School desires to work cooperatively with the Cambridge public school system. We have persuaded the Cambridge Meridian Group to provide pro bono services to identify non-instruction costs in the existing school district that would equal the funds for our charter school. See Appendix 14 for a letter from Cambridge Meridian Group.

Families First, a Cambridge-based nonprofit organization, will offer parent education courses to school families; we have included \$60 per child per year in the budget to support families in this way and help them deal with the important issues with children. Over the course of several years, parents will not only improve their parenting skills, but make friendships with other families. See Appendix 15 for letter from Linda Braun of Families First.

We want to work very closely with the Concilio Hispano to address the needs of Latino children and ensure that the school supports these children and their families so that high student achievement becomes a reality. See Appendix 16 for letter from the Concilio.

We have begun discussions with Dean McArthur at the Harvard Business about work mentor and apprenticeship programs with HBS alumni in the Boston area.

We will use the conflict resolution curriculum by Deborah Prothrow-Stith and request on-site training as necessary.

We will use the Cambridge Guidance Center for extended evaluations of children needing some kind of referral service and long-term psychotherapy-crisis intervention services for children who sustain trauma or sudden loss.





We hope when the school is fully operational to be able to house women's health care, pediatric medicine, and pediatric dentistry at the school site both during and after school hours.

We have contacted The Algebra Project in Cambridge to inquire about possible inclusion of their materials in the curriculum of the school.

## **16. Replicability and District Relations:**

### **A. How will your charter school offer replicable educational models to the schools in the surrounding districts?**

The analogy that best describes how The Cambridge Charter School can have a positive impact on existing schools is the effect Federal Express had on the U.S. Post Office. Federal Express conceived of a better system of mail delivery that the U.S. Post Office did not think possible. Now, the Post Office has duplicated the services of Federal Express with Express Mail and Priority Mail. The specific areas of improvement where our success can offer replicable models are:

- 1) the management of learning and administrative cost reduction;
- 2) successful academic performance of minorities;
- 3) trilingual language competence;
- 4) the integration of computers into all courses of the curriculum; and
- 5) the professional development of teachers.

### **B. If applicable, provide any specific programs to be provided by the charter school which would directly benefit the district.**

As described above, the McKenzie Foundation and the Cambridge Meridian Group would provide free consulting services to the district to identify opportunities for cost reduction.

### **C. What efforts, if any, have you made to build rapport with the district(s) from which your charter school would draw students?**

Janet Rich, a member of the Board of Trustees, sought to meet with Mary Lou McGrath, superintendent, and tell her of the desire of The Cambridge Charter School to work cooperatively and to ensure that no direct educational expenditures would be negatively impacted by our school. She also sought to meet with Ed Sarasin, principal of Cambridge Rindge Latin High School (CRLS), when she learned that he received a directive to reduce costs by \$600,000 for next year. If a couple of teachers from the high



school were interested in teaching at our charter middle school for the next three years before we even have any high school students, then our charter school would actually be a partial solution to his budget problem. Neither of these people would meet with her. She did meet with Arnie Clayton and Nancy Burns, administrators of the Academy at CRLS and Peg LeGendre, head of Fundamentals at CRLS. Although Peg was open-minded about a charter school, Arnie and Nancy expressed a fervent desire to mobilize forces in the administration and the mayor's office against the possibility of a charter school in Cambridge.

## **17. Building Options:**

### **A. Describe your present options for a school building.**

We wish to locate The Cambridge Charter School off Rindge Ave. in North Cambridge on the property next to Our Lady of Pity Catholic Church. For the first year we will occupy the building presently rented to the Marist Novitiate for the primary school, which will become vacant on August 1, 1995. We are currently in negotiations also to acquire the use of the adjacent building, which was formerly a Catholic school and therefore an ideal site. It contains 15 classrooms and would suffice for our needs for the first 5 years of operations. The lease of the current tenants ends in June. There are three industrial buildings with from 10,000 to 50,000 square feet available in North Cambridge, which serve as back-up sites as well as properties in Central Square.

### **B. Demonstrate how this site(s) would be a suitable facility for the proposed school, including any plans to renovate and bring facility to compliance with all applicable school building codes.**

Both buildings at the Our Lady of Pity site are in good condition. We would plan to alter the stairways of the Novitiate building, enclose an open porch as another classroom, and enlarge the bathroom on the first floor. The former school building meets all applicable school building codes now. The basement level, which houses the cafeteria and auditorium, would be renovated. We would also like to construct a library on the third floor when feasible.

### **C. Discuss any progress or future plans for acquisition of a school building.**

In the future we will fundraise in order to purchase the two buildings from the Archdiocese.

### **D. Describe any financing plans, if any.**

We have begun conversations with several wealthy individuals and foundations for fundraising the start-up and capital costs. We do not have any financing plans. Because the charter school, unlike existing public schools, cannot appeal to cities or towns for





budget overruns, the financial management of the school must needs be conservative and does not include significant debt.

## **18. Code of Conduct:**

### **A. Discuss any rules or guidelines governing student behavior.**

All members of The Cambridge Charter School community will be guided by one simple rule: everyone is treated with respect and dignity. Each person treats the other as he or she would wish to be treated. Property, as extension of the self, is also treated with respect. A more detailed description of a student's commitment to full effort and willingness to learn and of a parent's full commitment to support their child's learning will be included in the application contract. Students are expected to attend school during regular school hours unless special circumstances or the child's needs dictate otherwise. A Student Handbook will be created that provides a concise yet meaningful definition of acceptable behavior so that all students will understand in advance what constitutes respectful conduct.

All student behavior and discipline problems will first be addressed by a problem-solving session at the classroom level. If that does not produce satisfactory results, the parties involved may ask one or both of the co-directors to become involved in order to reach a solution satisfactory to all sides. If these measures fail, disciplinary issues are then taken before the Judicial Council, composed of students and teachers. The Council will conduct an inquiry, hear evidence and witnesses from both sides, and make a determination based on the legal principles practiced in American society.

### **B. Describe your school's policies regarding student expulsion and suspension.**

Any student whose conduct seriously and repeatedly disrupts the learning of other students loses the privilege of classroom learning until the student is ready again to learn. Students who are asked to leave classrooms as well as students who receive suspensions from Judicial Council will receive one-on-one counseling in anger management, conflict resolution, and other appropriate areas as needed to acquire the self-control to concentrate on learning. The school believes that it has a responsibility to help disruptive students; consequently, suspended students will receive multiple, although not infinite, chances for success. The issue of expulsion for behavioral problems rests with the Judicial Council.

With regard to academic performance, the issue of expulsion will not arise until the child has spent more than four years (1 additional year) in K-2 or has failed to complete the primary tests administered between grade 4 and grade 5 of the middle school more than two times. Parents and students will be informed of deficiencies in learning progress at regular intervals throughout the school year or whenever a teacher has a concern. Steps will be taken to improve progress on a case by case basis.



## **19. Special Needs & Bilingual Students:**

### **A. Describe how your school will accommodate special needs students.**

The Cambridge Charter School believes all children have special needs. Those who have needs that meet certain governmental criteria will be accommodated the same way all students are accommodated at the school: finding out where they are in the learning process, making sure their physical and emotional needs are being met, trying various methods to engage them and move them forward in their learning, and stimulating self-motivation. Teachers who have training in special education will work with regular teachers to enable them to acquire whatever skills are necessary to reach a child with an identifiable learning disability. In some cases, special education teachers may need to coach individual children. In general the flexibility of pacing and assessment will allow us to meet the needs of most students within the typical structure of the school. Furthermore, all students will benefit from understanding that people come with differing abilities and needs, yet everyone's struggle to learn is worthy of respect.

In cases where students have extreme difficulty fitting in with the regular program and require supplemental assistance outside the capabilities of The Cambridge Charter School to provide, parents and teachers will consult together to identify other ways within the public school system available to meet the needs of those children.

### **B. Describe how your school will accommodate bilingual students.**

In the first four years of the school, we will be able to handle any Spanish bilingual student as a fully integrated member of the school community. After that, we plan also to be able to include French and Portuguese bilingual students at the high school level.

Since all students are learning in both English and Spanish during grades K-8, bilingual students will be part of the regular classroom. Our goal over time is for every teacher to become bilingual in Spanish and French or Portuguese.

## **20. Funding:**

### **A. Devise a start-up budget covering the planning and capital expenses before school opening.**

See Appendix 17.

### **B. Do you plan to conduct any fundraising efforts to generate capital or to supplement the per pupil allocation? If so, explain.**







The McKenzie Foundation will assist The Cambridge Charter School with start-up funding. Once The Cambridge Charter School receives its official charter, the McKenzie Foundation will initiate a program that will generate future capital funds for The Cambridge Charter School.

In addition, members of the Board of Trustees will be involved in fundraising efforts among individuals and foundations that support the school's mission.

The school intends to apply for any federal entitlement money for which it qualifies, but since the number of eligible students is unknown no figures have been included in the budget.

**C. Using the attached template, devise a 5-year budget covering all projected sources of revenues public and private, and planned expenditures.**

See Appendix 18.

## **21. Transportation:**

**A. Discuss plans for transporting students within the local district to and from school. What arrangements, if any, will be made with the local school committee?**

Under MG L. c. 71 s. 89, the local school district is required to provide transportation to and from a charter schools for students residing in the district. The Cambridge Charter School will work cooperatively with the school committee to define a feasible plan. Since our school day extends to 5:30 p.m., the majority of the buses should have finished the job of returning students from other public schools in time for a portion of them to serve our needs at the end of the school day. Since the proposed site for our charter school is a couple of blocks from the Fitzgerald School, students for The Cambridge Charter School may be able to ride to school on the buses that pick students up for the Fitzgerald School.

**B. How will students who live outside the local district be transported?**

The school will either purchase or rent one or more vans that can be used to transport a small number of students outside the district. Parents of students outside the district will either drop off and pick up their children or use transportation provided by the school.

**C. If you plan to implement an extended day or extended year program which requires transportation beyond what the district provides, what arrangements will be made to transport students?**

See above for extended day arrangements. If the school district wishes to provide a per pupil transportation subsidy in lieu of buses to cover extended day, that might also be a workable arrangement. Buses are available. Private transportation companies, e.g.



Vocel, in Cambridge that do not have current contracts with the city could supply our needs.

Any student staying at the school beyond 5:30 p.m. must be picked up by parents. Any students participating in the summer program must be transported by parents or pay for a service we provide.

## **22. Liability and Insurance**

**A. Describe your school's insurance coverage plans, including health, general liability, property and Director's and Officer's liability coverage.**

To be submitted once the Secretary of Education has granted a charter.

**B. To demonstrate the safety and structural soundness of the school, please submit written documentation of:**

- Inspection by a local building inspector;
- Inspection by local Fire Department;
- Approval under M.G.L. c. 148 from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school;
- Compliance with all other federal and state health and safety laws and regulations.

To be submitted once the Secretary of Education has granted a charter.

## **23. Governance Documents:**

**Submission of copies of the school's by-laws, contracts and all incorporation documents required by law.**

To be submitted once the Secretary of Education has granted a charter.







The McKenzie Foundation  
invites you to a  
conference for parents and teachers on

# PARENTING

in the '90s

Morning Keynote Address:

**"The Nurturing Parent"**

by

**Dr. Alex Packer**

Co-Author of *The Nurturing Parent*

Author of *Bringing Up Parents*

Educator and Developmental Psychologist



Afternoon Keynote Address:

**"Valuing Children"**


by

**Ronald David, M.D.**

Pediatrician and Lecturer in Public Policy,  
JFK School of Government, Harvard

**Co-Sponsors**

**FamiliesFirst**

The Junior League  of Boston  
The Discovery Museums, Acton

## A. THE ACCELERATED SCHOOL

Mary Russo, *Principal, Mason School*

The Mason School is currently the only Boston public school in the National Accelerated Schools Network. This workshop will describe the concepts, framework, and practice of a school that starts with the belief that all children are gifted and builds on the strengths of the whole school community.

## B. POSITIVE DISCIPLINE

Lynne Laffie

*Teacher and Parent Educator, Newburyport*

Managing children with rewards and punishment has many disadvantages. Alternative methods, e.g. natural and logical consequences, will be presented.

## C. SELF-ESTEEM

Stephanie Meegan, *Founder, Impact On Youth*

Children who have high self-esteem are better able to establish caring relationships and build rich, meaningful lives. Four conditions for the development of self-esteem and how parents can support them will be discussed.

## D. PARENTING ALONE

Renée Bennett O'Sullivan, M.D., F.A.C.S.

*Newton-Wellesley, Glover, & Faulkner Hospitals*

Dr. O'Sullivan raised three daughters while pursuing a fulltime career as a plastic surgeon. She will share her insights, experience, and perspective on solo parenting.

## E. RETHINKING SCHOOLS

Jane Roland Martin, Ph.D., *Professor of Philosophy Emerita, University of Massachusetts*

When home and family change radically, school must change. The question for this workshop is: What changes in school suffice now that women as well as men leave home and children each day to go to work?

## F. SURVIVING EARLY ADOLESCENCE

Joan Wing, LICSW, BCD, CADAC

*Parent Training Specialist, Boxford and Salem*

The only thing harder than being a teenager is being the parent of one; here's a guide to the challenges ahead.

## G. STEPFAMILIES

Judy Osborne, MA, CAGS, *Stepfamily Associates*

This session will discuss stepfamilies as a restructuring process and how to live with other people's children.

## H. LEARNING DISABILITIES

Peter Gilmore, *The Carroll School*

This session will discuss what parents should look for, what to do, and what resources are available if they suspect or know their child has a learning disability.

## I. PATHWAYS FOR GIRLS IN SCIENCE

Paula Rayman, Ph.D.

*Associate Professor, Wellesley College*

Research on factors that create barriers and opportunities for girls in science and math and the ingredients of a "user-friendly" environment will be covered.

# Session 2

1:00 - 2:15

## A. TALKING ABOUT SEXUALITY

Sally Fogel, M.Ed.

*Wheelock College and Boston University*

It is often difficult for parents to discuss sexual issues with their children. Specific ways to make parents more comfortable as well as what is age-appropriate sexual learning will be covered.

## B. LITTLE PEOPLE, BIG FEELINGS

Jodi Wilinsky Hill, M.Ed.

*Co-Founder, Parenting Resources Associates*

The importance of acknowledging children's feelings cannot be overemphasized. This session will help parents evaluate patterns of communication with children and how to improve them.

## C. DEFLECTING PEER PRESSURE

Stephanie Meegan, *Founder, Impact on Youth*

How can children learn to make friends yet have the skills to resist peer pressure? This session will give advice on how to make children socially adept and resilient.

## D. CHILDREN'S LITERATURE

Susan Bloom, Ph.D., *Simmons College*

*Director, Center for the Study of Children's Literature*

In his autobiography Maxim Gorky recorded a peasant's response to one of his readings: "A good book is just like a holiday!" Discover the newest and best armchair vacations with your children.

## E. KEEPING KIDS OFF DRUGS

Hugh Rodham, J.D., *Miami Public Defender's Office*

The important role parents play in the battle against drug use, available treatments, and changes in patterns of drug use will be addressed.

## F. AUTHENTIC PARENTING

Janice Levine, Ph.D.

So much good advice and experts who disagree! This session helps parents assess what fits your own values and your family's unique needs and how to be internally consistent in your choices.

## G. MUST BOYS BE BOYS?

Steve Sherblom, *Harvard University*

This session will discuss what psychology tells us about boys' gender development focusing on violence, aggression, emotional disconnection, and what parents can do to influence these patterns.

## H. PARENTING TEENAGERS

Charles Foster, Ph.D./Mira Kirshenbaum LCSW

This session will provide principles and techniques for getting your needs met while meeting your teen's needs and enable you to be effective parenting a teenager.

## I. FATHERING

William Pollock, Ph.D., *McLean Hospital*

Marsha Padwa, Psy. D., *Harvard Medical School*

This workshop will focus on helping men to be nurturing as fathers and ways mothers can invite fathers to parent more.

## A. TAMING THE TV DRAGON

**Kate Hendrix, S.D.,** *Education Development Center*

The known effects of large amounts of TV on children as well as practical things to do to intervene other than limiting or eliminating TV will be discussed.

## B. ENCOURAGING SIBLING HARMONY

**Jodi Wilinsky Hill, M.Ed**

*Co-Founder, Parenting Resources Associates*

Parenting more than one child can present challenges. Preventing sibling rivalry and tensions and making things run smoothly for the whole family will be discussed.

## C. CHILDREN AND VIOLENCE

**Marilee Hunt,** *Office for Victim Assistance*

The role parents play in shaping children's life view of power, control, and violence will be explored.

## D. HOMEWORK AND CHORES

**Janet Rich, Ph.D.**

*President, The McKenzie Foundation*

The relationship between homework, chores, and the development of responsibility will be explored. Practical tips for leaving the homework battlefield and getting cooperation with chores without nagging, threats, screams, and punishment will be presented.

## E. EDUCATION FOR PARENTING

**Bonnie Raines, M.Ed.**

*Director, Education for Parenting*

This session will explain the Education for Parenting Program, an innovative curriculum used in several states that teaches parenting skills to children K-8 along with observation of real parents and infants.

## F. INTEGRATING WORK AND FAMILY

**Carol Axelrod LICSW,** *The Work/Life Group*

Ways to create a harmonious blend of work and family so that you, your children, your employer, and your partner are not shortchanged will be explored.

## G. THE ANGER WORKSHOP

**Families First Parent Educator**

Anger is a natural emotion. Parents need skills to express anger in nonviolent, nonabusive ways and model this kind of behavior for their children.

## H. GOALS OF MISBEHAVIOR

**Mark Libon, Ph.D.**

*Director, Center for Family Development*

Children misbehave for a reason. How to recognize and deal with Dreikurs' four goals of misbehavior will be discussed so that parents can encourage alternatives.

## I. CHILDREN AND FOOD

**Margaret Marino, Ph.D.,** *Eating Disorders Program  
Center for Family Development*

A variety of problems in children's eating habits will be addressed: children who eat too little, too much, eat only junk food, eat only a few foods, have bulimia or anorexia.



# REGISTRATION

For each registrant, fill out this form and send it with check payable to: The McKenzie Foundation • 50 Church St. • Cambridge, MA 02138

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

I ☐ do / ☐ do not wish to attend the optional lunch with available speakers.

Select a first, second, and third choice for each session by marking 1, 2, and 3 below.

## Session 1

A \_\_\_\_\_  
B \_\_\_\_\_  
C \_\_\_\_\_  
D \_\_\_\_\_

E \_\_\_\_\_  
F \_\_\_\_\_  
G \_\_\_\_\_  
H \_\_\_\_\_  
I \_\_\_\_\_

## Session 2

A \_\_\_\_\_  
B \_\_\_\_\_  
C \_\_\_\_\_  
D \_\_\_\_\_

E \_\_\_\_\_  
F \_\_\_\_\_  
G \_\_\_\_\_  
H \_\_\_\_\_  
I \_\_\_\_\_

## Session 3

A \_\_\_\_\_  
B \_\_\_\_\_  
C \_\_\_\_\_  
D \_\_\_\_\_

E \_\_\_\_\_  
F \_\_\_\_\_  
G \_\_\_\_\_  
H \_\_\_\_\_  
I \_\_\_\_\_

## OBJECTIVES

This Conference presents powerful yet practical strategies for resolving conflict, effective communication, enhanced self-learning for those who live or work with children.

## ABOUT THE KEYNOTE

Dr. Alex Packer was Director of Parkmont School for children 11-15 years old, for eight years. He is now at the Capital Children's Museum. Dr. Packer has worked with John Dacey, he conducted a four-year study of teaching styles that fostered that creativity, which became a book.

Dr. Ronald David — parent, pediatrician and teacher at Harvard's John F. Kennedy School of Government. In his life, his primary interest has been maternal and child health. He has completed a book on the importance of community.

## LOCATION

Third Floor  
Hynes Convention Center  
900 Boylston Street

Saturday, June 10  
8:30 a.m. - 5:00 p.m.

## COST

- \$35 Single Conference Registration if pre-registered
- \$45 Single Conference Registration after June 1
- \$25 Additional charge at cost to go to the conference

**SPECIAL:** If a daycare center, school, or church, we will provide  
5 free seats for needy parents.

**SPECIAL:** Couples Conference Registration  
Dad—the perfect Father's Day gift.

*Questions can be addressed to The McKenzie  
Foundation is a 501(c)3 volunteer nonprofit charity.*

## ECTIVE

ical ways to acquire skills that lead to reduced self-esteem, responsible creativity, and improved children.

## NOTE SPEAKERS

school in Washington, D.C., an innovative school. He has since served as Director of Education for holds a Ph.D. from Boston College where, along with a study of highly creative children and the parenting style, he has made the basis for *The Nurturing Parent*.

teacher — is currently a lecturer in public policy and government. In each sphere of his private and public life, he has been a child health. He hopes, in the near future, to bring unity in health and healing.

## AND DATE

or Ballroom  
Convention Center  
Street, Boston

•  
June 12, 1993  
- 5:00 p.m.

## OST

registered by June 7, 1993

June 7, 1993

the optional lunch with available speakers

urch buys 5 registrations @ \$35 each, they receive

on before June 7, 1993, is only \$40—\$5 extra for a gift!

ie Foundation at (617)661-4000. The McKenzie  
arity devoted to improving the lives of children.

The McKenzie Foundation  
50 Church Street  
Cambridge, MA 02138

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**Appendix 1**  
**Conference Brochure**





## Appendix 2

# Students Enrolled in Cambridge Charter School by Year by Grade

[illegible]



### Appendix 3

#### Parents' Questionnaires





## Questionnaire

Name Nancy Rendargast Telephone 661-1976

I am currently a Cambridge resident. ☒ Yes ☐ No

I will have a child eligible for the Cambridge public schools in 1995-96. ☒ Yes ☐ No

I am interested in applying for my child to attend The Cambridge Charter School.

☒ Yes ☐ No

I am interested in a new public school that includes:

individualized pace of learning	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
strong parental involvement	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
competence in foreign languages	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
stronger emphasis on science & math	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
stronger emphasis on art & music	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
focus on creativity and thinking skills	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
development of the whole child	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

I perceive the problems in the existing Cambridge public schools to be: (Check as many as you think apply.)

- ☐ All parents do not get their first choice school for their child.
- ☐ More resources should go to classroom education instead of administration
- ☐ The SAT scores from the high school are too low.
- ☐ Test scores in math decrease around grades 5 -8.
- ☐ There is no distinct middle school experience for children.
- ☐ There is not enough foreign language study in the early elementary years.
- ☐ The administration is unresponsive.
- ☐ Some schools are unsafe learning environments.
- ☐ Students are not allowed to work at their own pace.
- ☐ High-achieving children are not challenged enough in elementary school.
- ☐ The resources spent on low-achieving students do not produce results.
- ☐ Emotional development needs do not receive enough attention.
- ☐ The system is too autocratic and top-down.
- ☐ Computer instruction is not well integrated into the entire curriculum.
- ☐ Other there seems to be ~~no~~  
more interest in open programs  
than space available



[illegible]

Name Jan Levinson

Telephone 666-8004

I am currently a Cambridge resident. \_\_\_\_\_ Yes \_\_\_\_\_ X No

I will have a child eligible for the Cambridge public schools in 1995-96. ☒ Yes ☐ No

**I am interested in applying for my child to attend The Cambridge Charter School.**

X! Yes \_\_\_\_\_ No \_\_\_\_\_

**I am interested in a new public school that includes:**

individualized pace of learning	<u>  X  </u>	Yes	<u>      </u>	No
strong parental involvement	<u>  X  </u>	Yes	<u>      </u>	No
competence in foreign languages	<u>  X  </u>	Yes	<u>      </u>	No
stronger emphasis on science & math	<u>  X  </u>	Yes	<u>      </u>	No
stronger emphasis on art & music	<u>  X  </u>	Yes	<u>      </u>	No
focus on creativity and thinking skills	<u>  X  </u>	Yes	<u>      </u>	No
development of the whole child	<u>  X  </u>	Yes	<u>      </u>	No

I perceive the problems in the existing Cambridge public schools to be: (Check as many as you think apply.)

- ! ☒ All parents do not get their first choice school for their child.  
☐ More resources should go to classroom education instead of administration  
☐ The SAT scores from the high school are too low.  
☒ Test scores in math decrease around grades 5 -8.  
☐ There is no distinct middle school experience for children.  
! ☒ ☒ ☒ There is not enough foreign language study in the early elementary years.  
☐ The administration is unresponsive.  
☒ Some schools are unsafe learning environments.  
☐ Students are not allowed to work at their own pace.  
☐ High-achieving children are not challenged enough in elementary school.  
☐ The resources spent on low-achieving students do not produce results.  
☐ Emotional development needs do not receive enough attention.  
☐ The system is too autocratic and top-down.  
☐ Computer instruction is not well integrated into the entire curriculum.  
☐ Other \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_





## Questionnaire

Name Max Queen

Telephone 576-1228

I am currently a Cambridge resident. ☒ Yes ☐ No

I will have a child eligible for the Cambridge public schools in 1995-96. ☒ Yes ☐ No

I am interested in applying for my child to attend The Cambridge Charter School.

☒ Yes ☐ No

I am interested in a new public school that includes:

individualized pace of learning	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
strong parental involvement	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
competence in foreign languages	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
stronger emphasis on science & math	<input type="checkbox"/> Yes	<input type="checkbox"/> No
stronger emphasis on art & music	<input type="checkbox"/> Yes	<input type="checkbox"/> No
focus on creativity and thinking skills	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
development of the whole child	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

I perceive the problems in the existing Cambridge public schools to be: (Check as many as you think apply.)

- ☒ All parents do not get their first choice school for their child.
- ☒ More resources should go to classroom education instead of administration
- ☐ The SAT scores from the high school are too low.
- ☐ Test scores in math decrease around grades 5 -8.
- ☐ There is no distinct middle school experience for children.
- ☐ There is not enough foreign language study in the early elementary years.
- ☐ The administration is unresponsive.
- ☒ Some schools are unsafe learning environments.
- ☐ Students are not allowed to work at their own pace.
- ☐ High-achieving children are not challenged enough in elementary school.
- ☐ The resources spent on low-achieving students do not produce results.
- ☐ Emotional development needs do not receive enough attention.
- ☐ The system is too autocratic and top-down.
- ☒ Computer instruction is not well integrated into the entire curriculum.
- ☐ Other \_\_\_\_\_

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## Questionnaire

Name Carol Matthauer / Gene Michoud Telephone 497-4215

I am currently a Cambridge resident. ☒ Yes ☐ No

I will have a child eligible for the Cambridge public schools in 1995-96. ☒ Yes ☐ No

I am interested in applying for my child to attend The Cambridge Charter School.

☒ Yes ☐ No

I am interested in a new public school that includes:

individualized pace of learning	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
strong parental involvement	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
competence in foreign languages	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
stronger emphasis on science & math	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
stronger emphasis on art & music	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
focus on creativity and thinking skills	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
development of the whole child	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

I perceive the problems in the existing Cambridge public schools to be: (Check as many as you think apply.)

- ☒ All parents do not get their first choice school for their child.
- ☒ More resources should go to classroom education instead of administration
- ☐ The SAT scores from the high school are too low.
- ☒ Test scores in math decrease around grades 5 -8.
- ☒ There is no distinct middle school experience for children.
- ☒ There is not enough foreign language study in the early elementary years.
- ☒ The administration is unresponsive.
- ☐ Some schools are unsafe learning environments.
- ☒ Students are not allowed to work at their own pace.
- ☒ High-achieving children are not challenged enough in elementary school.
- ☐ The resources spent on low-achieving students do not produce results.
- ☒ Emotional development needs do not receive enough attention.
- ☒ The system is too autocratic and top-down.
- ☒ Computer instruction is not well integrated into the entire curriculum.
- ☐ Other \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





## Questionnaire

Name GORDON SIEK / LORI ~~SIEK~~ SIEKMAN Telephone 623-1720

91 Winslow Ave Somerville, MA 02144  
I am currently a Cambridge resident. Yes Somerville No

I will have a child eligible for the Cambridge public schools in 1995-96. X Yes      No

I am interested in applying for my child to attend The Cambridge Charter School.

Please call

us at

X Yes      No

You require some help - in the future

I am interested in a new public school that includes:

particularly interested

- |   |              |                |
|---|--------------|----------------|
| <input checked="" type="checkbox"/> individualized pace of learning     | <u>X</u> Yes | <u>    </u> No |
| strong parental involvement   | <u>X</u> Yes | <u>    </u> No |
| <input checked="" type="checkbox"/> competence in foreign languages     | <u>X</u> Yes | <u>    </u> No |
| <input checked="" type="checkbox"/> stronger emphasis on science & math | <u>X</u> Yes | <u>    </u> No |
| stronger emphasis on art & music  | <u>X</u> Yes | <u>    </u> No |
| focus on creativity and thinking skills                                 | <u>X</u> Yes | <u>    </u> No |
| <input checked="" type="checkbox"/> development of the whole child      | <u>X</u> Yes | <u>    </u> No |

I perceive the problems in the existing Cambridge public schools to be: (Check as many as you think apply.)

- All parents do not get their first choice school for their child.
- ✓ More resources should go to classroom education instead of administration
- The SAT scores from the high school are too low.
- ✓ Test scores in math decrease around grades 5 -8.
- There is no distinct middle school experience for children.
- There is not enough foreign language study in the early elementary years.
- The administration is unresponsive.
- ✓ Some schools are unsafe learning environments.
- ✓ Students are not allowed to work at their own pace.
- ✓ High-achieving children are not challenged enough in elementary school.
- The resources spent on low-achieving students do not produce results.
- Emotional development needs do not receive enough attention.
- The system is too autocratic and top-down.
- ✓ Computer instruction is not well integrated into the entire curriculum.

Other General Comments: I have a much

older child ~~who~~ who attended a private

school run on a model very similar to that

described for this school. She is presently

until the

2<sup>nd</sup> grade.

Her performance in public school ~~was~~ in grades  
2 - 8 was excellent and she consistently scored in the  
top 5% in state administered tests. I think  
that is a testament to this school organization  
model



## Questionnaire

Name Steve Greenberg Telephone 576-2734

I am currently a Cambridge resident. ☒ Yes ☐ No

I will have a child eligible for the Cambridge public schools in 1995-96. ☒ Yes ☐ No

I am interested in applying for my child to attend The Cambridge Charter School.

☒ Yes ☐ No

I am interested in a new public school that includes:

individualized pace of learning	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
strong parental involvement	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
competence in foreign languages	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
stronger emphasis on science & math	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
stronger emphasis on art & music	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
focus on creativity and thinking skills	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
development of the whole child	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

I perceive the problems in the existing Cambridge public schools to be: (Check as many as you think apply.)

- ☒ All parents do not get their first choice school for their child.
- ☒ More resources should go to classroom education instead of administration
- ☐ The SAT scores from the high school are too low.
- ☐ Test scores in math decrease around grades 5 -8.
- ☐ There is no distinct middle school experience for children.
- ☒ There is not enough foreign language study in the early elementary years.
- ☒ The administration is unresponsive.
- ☒ Some schools are unsafe learning environments.
- ☐ Students are not allowed to work at their own pace.
- ☒ High-achieving children are not challenged enough in elementary school.
- ☐ The resources spent on low-achieving students do not produce results.
- ☐ Emotional development needs do not receive enough attention.
- ☒ The system is too autocratic and top-down.
- ☐ Computer instruction is not well integrated into the entire curriculum.
- ☐ Other \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





## Questionnaire

Name STEVEN CLARK, NANCY PAGAN Telephone 876-2635

I am currently a Cambridge resident. ☒ Yes ☐ No

I will have a child eligible for the Cambridge public schools in 1995-96. ☒ Yes ☐ No

I am interested in applying for my child to attend The Cambridge Charter School.

☒ Yes ☐ No

I am interested in a new public school that includes:

individualized pace of learning	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
strong parental involvement	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
competence in foreign languages	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
stronger emphasis on science & math	<input type="checkbox"/> Yes	<input type="checkbox"/> No
stronger emphasis on art & music	<input type="checkbox"/> Yes	<input type="checkbox"/> No
focus on creativity and thinking skills	<input type="checkbox"/> Yes	<input type="checkbox"/> No
development of the whole child	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

I perceive the problems in the existing Cambridge public schools to be: (Check as many as you think apply.)

- ☒ All parents do not get their first choice school for their child.
- ☐ More resources should go to classroom education instead of administration
- ☐ The SAT scores from the high school are too low.
- ☐ Test scores in math decrease around grades 5 -8.
- ☐ There is no distinct middle school experience for children.
- ☒ There is not enough foreign language study in the early elementary years.
- ☐ The administration is unresponsive.
- ☒ Some schools are unsafe learning environments.
- ☐ Students are not allowed to work at their own pace.
- ☐ High-achieving children are not challenged enough in elementary school.
- ☐ The resources spent on low-achieving students do not produce results.
- ☐ Emotional development needs do not receive enough attention.
- ☐ The system is too autocratic and top-down.
- ☐ Computer instruction is not well integrated into the entire curriculum.
- ☐ Other NO INTEGRATED FULL DAY ENVIRONMENT
- ☐
- ☐
- ☐
- ☐



## Questionnaire

Name Deborah L Withkus Telephone 666-4954

I am currently a Cambridge resident. \_\_\_\_\_ Yes ☒ No

I will have a child eligible for the Cambridge public schools in 1995-96. \_\_\_\_ Yes ☒ No

I am interested in applying for my child to attend The Cambridge Charter School.

☒ Yes \_\_\_\_\_ No

I am interested in a new public school that includes:

individualized pace of learning	<input checked="" type="checkbox"/> Yes	_____ No
strong parental involvement	<input checked="" type="checkbox"/> Yes	_____ No
competence in foreign languages	_____ Yes	_____ No
stronger emphasis on science & math	_____ Yes	_____ No
stronger emphasis on art & music	_____ Yes	_____ No
focus on creativity and thinking skills	<input checked="" type="checkbox"/> Yes	_____ No
development of the whole child	<input checked="" type="checkbox"/> Yes	_____ No

I perceive the problems in the existing Cambridge public schools to be: (Check as many as you think apply.)

- ☒ All parents do not get their first choice school for their child.
- ☒ More resources should go to classroom education instead of administration
- \_\_\_\_\_ The SAT scores from the high school are too low.
- \_\_\_\_\_ Test scores in math decrease around grades 5 -8.
- \_\_\_\_\_ There is no distinct middle school experience for children.
- \_\_\_\_\_ There is not enough foreign language study in the early elementary years.
- \_\_\_\_\_ The administration is unresponsive.
- \_\_\_\_\_ Some schools are unsafe learning environments.
- ☒ Students are not allowed to work at their own pace.
- \_\_\_\_\_ High-achieving children are not challenged enough in elementary school.
- \_\_\_\_\_ The resources spent on low-achieving students do not produce results.
- \_\_\_\_\_ Emotional development needs do not receive enough attention.
- ☒ The system is too autocratic and top-down.
- \_\_\_\_\_ Computer instruction is not well integrated into the entire curriculum.
- \_\_\_\_\_ Other \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





## Questionnaire

Name MARK HOWLAND

Telephone

WK (617) 661-2030  
HM (617) 620-8709

I am currently a Cambridge resident. \_\_\_\_\_ Yes ☒ No

I will have a child eligible for the Cambridge public schools in 1995-96. \_\_\_\_\_ Yes ☒ No

I am interested in applying for my child to attend The Cambridge Charter School.

☒ Yes \_\_\_\_\_ No

I am interested in a new public school that includes:

individualized pace of learning	<input checked="" type="checkbox"/> Yes	_____ No
strong parental involvement	<input checked="" type="checkbox"/> Yes	_____ No
competence in foreign languages	<input checked="" type="checkbox"/> Yes	_____ No
stronger emphasis on science & math	_____ Yes	_____ No
stronger emphasis on art & music	_____ Yes	_____ No
focus on creativity and thinking skills	<input checked="" type="checkbox"/> Yes	_____ No
development of the whole child	<input checked="" type="checkbox"/> Yes	_____ No

I perceive the problems in the existing Cambridge public schools to be: (Check as many as you think apply.)

- ☒ ~~All parents do not get their first choice school for their child.~~ *CONTINUED RELIANCE ON TRADITIONAL CLASSROOMS*
- ☒ More resources should go to classroom education instead of administration
- \_\_\_\_\_ The SAT scores from the high school are too low.
- \_\_\_\_\_ Test scores in math decrease around grades 5 -8.
- \_\_\_\_\_ There is no distinct middle school experience for children.
- ☒ There is not enough foreign language study in the early elementary years.
- \_\_\_\_\_ The administration is unresponsive.
- \_\_\_\_\_ Some schools are unsafe learning environments.
- ☒ Students are not allowed to work at their own pace.
- \_\_\_\_\_ High-achieving children are not challenged enough in elementary school.
- \_\_\_\_\_ The resources spent on low-achieving students do not produce results.
- \_\_\_\_\_ Emotional development needs do not receive enough attention.
- \_\_\_\_\_ The system is too autocratic and top-down.
- \_\_\_\_\_ Computer instruction is not well integrated into the entire curriculum.
- ☒ Other PARENTS ARE NOT ENCOURAGED TO PARTICIPATE IN THE SCHOOLS



## Questionnaire

Name MARILYN FOELLER Telephone 864-8995

I am currently a Cambridge resident. ☒ Yes ☐ No

I will have a child eligible for the Cambridge public schools in 1995-96. ☒ Yes ☐ No

I am interested in applying for my child to attend The Cambridge Charter School.

☒ Yes ☐ No

I am interested in a new public school that includes:

individualized pace of learning	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
strong parental involvement	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
competence in foreign languages	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
stronger emphasis on science & math	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
stronger emphasis on art & music	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
focus on creativity and thinking skills	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
development of the whole child	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

I perceive the problems in the existing Cambridge public schools to be: (Check as many as you think apply.)

- ☒ All parents do not get their first choice school for their child.
- ☐ More resources should go to classroom education instead of administration
- ☐ The SAT scores from the high school are too low.
- ☐ Test scores in math decrease around grades 5 -8.
- ☐ There is no distinct middle school experience for children.
- ☒ There is not enough foreign language study in the early elementary years.
- ☒ The administration is unresponsive.
- ☐ Some schools are unsafe learning environments.
- ☒ Students are not allowed to work at their own pace.
- ☒ High-achieving children are not challenged enough in elementary school.
- ☐ The resources spent on low-achieving students do not produce results.
- ☐ Emotional development needs do not receive enough attention.
- ☒ The system is too autocratic and top-down.
- ☒ Computer instruction is not well integrated into the entire curriculum.
- ☐ Other \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





## Questionnaire

Name KRISTEN LASKER Telephone (617) 661-0747

I am currently a Cambridge resident. X Yes        No

I will have a child eligible for the Cambridge public schools in 1995-96. X Yes        No

I am interested in applying for my child to attend The Cambridge Charter School.

X Yes        No

I am interested in a new public school that includes:

individualized pace of learning	<u>X</u> Yes	<u>      </u> No
strong parental involvement	<u>X</u> Yes	<u>      </u> No
competence in foreign languages	<u>X</u> Yes	<u>      </u> No
stronger emphasis on science & math	<u>X</u> Yes	<u>      </u> No
stronger emphasis on art & music	<u>X</u> Yes	<u>      </u> No
focus on creativity and thinking skills	<u>X</u> Yes	<u>      </u> No
development of the whole child	<u>X</u> Yes	<u>      </u> No

I perceive the problems in the existing Cambridge public schools to be: (Check as many as you think apply.)

- X All parents do not get their first choice school for their child.
- X More resources should go to classroom education instead of administration
- X The SAT scores from the high school are too low.
- X Test scores in math decrease around grades 5 -8.
- X There is no distinct middle school experience for children.
- X There is not enough foreign language study in the early elementary years.
- X The administration is unresponsive.
- Some schools are unsafe learning environments.
- X Students are not allowed to work at their own pace.
- X High-achieving children are not challenged enough in elementary school.
- X The resources spent on low-achieving students do not produce results.
- X Emotional development needs do not receive enough attention.
- X The system is too autocratic and top-down.
- X Computer instruction is not well integrated into the entire curriculum.
- X Other children don't get same choice  
not enough community and supportive environment



## Questionnaire

Name William W. Beard, II Telephone 547-7924

I am currently a Cambridge resident. ☒ Yes ☐ No

I will have a child eligible for the Cambridge public schools in 1995-96. ☒ Yes ☐ No

I am interested in applying for my child to attend The Cambridge Charter School.

☒ Yes ☐ No

I am interested in a new public school that includes:

individualized pace of learning	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
strong parental involvement	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
competence in foreign languages	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
stronger emphasis on science & math	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
stronger emphasis on art & music	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
focus on creativity and thinking skills	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
development of the whole child	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

I perceive the problems in the existing Cambridge public schools to be: (Check as many as you think apply.)

- ☒ All parents do not get their first choice school for their child.
- ☒ More resources should go to classroom education instead of administration
- ☒ The SAT scores from the high school are too low.
- ☒ Test scores in math decrease around grades 5 -8.
- ☐ There is no distinct middle school experience for children.
- ☒ There is not enough foreign language study in the early elementary years.
- ☐ The administration is unresponsive.
- ☐ Some schools are unsafe learning environments.
- ☐ Students are not allowed to work at their own pace.
- ☐ High-achieving children are not challenged enough in elementary school.
- ☐ The resources spent on low-achieving students do not produce results.
- ☐ Emotional development needs do not receive enough attention.
- ☐ The system is too autocratic and top-down.
- ☐ Computer instruction is not well integrated into the entire curriculum.
- ☐ Other \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





## Questionnaire

Name Jan Berke Telephone 492-1688

I am currently a Cambridge resident. ☒ Yes ☐ No

I will have a child eligible for the Cambridge public schools in 1995-96. ☒ Yes ☐ No

I am interested in applying for my child to attend The Cambridge Charter School.

☒ Yes ☐ No

I am interested in a new public school that includes:

individualized pace of learning	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
strong parental involvement	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
competence in foreign languages	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
stronger emphasis on science & math	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
stronger emphasis on art & music	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
focus on creativity and thinking skills	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
development of the whole child	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

I perceive the problems in the existing Cambridge public schools to be: (Check as many as you think apply.)

- ☒ All parents do not get their first choice school for their child.
- ☒ More resources should go to classroom education instead of administration
- ☒ The SAT scores from the high school are too low.
- ☐ Test scores in math decrease around grades 5 -8.
- ☐ There is no distinct middle school experience for children.
- ☒ There is not enough foreign language study in the early elementary years.
- ☒ The administration is unresponsive.
- ☒ Some schools are unsafe learning environments.
- ☐ Students are not allowed to work at their own pace.
- ☒ High-achieving children are not challenged enough in elementary school.
- ☒ The resources spent on low-achieving students do not produce results.
- ☒ Emotional development needs do not receive enough attention.
- ☐ The system is too autocratic and top-down.
- ☒ Computer instruction is not well integrated into the entire curriculum.
- Other \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Questionnaire

Name Farhana Brammer Telephone 497-9315

I am currently a Cambridge resident. ☒ Yes ☐ No

I will have a child eligible for the Cambridge public schools in 1995-96. ☒ Yes ☐ No

I am interested in applying for my child to attend The Cambridge Charter School.

☒ Yes ☐ No

I am interested in a new public school that includes:

individualized pace of learning	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
strong parental involvement	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
competence in foreign languages	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
stronger emphasis on science & math	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
stronger emphasis on art & music	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
focus on creativity and thinking skills	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
development of the whole child	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

I perceive the problems in the existing Cambridge public schools to be: (Check as many as you think apply.)

- ☐ All parents do not get their first choice school for their child.
- ☒ More resources should go to classroom education instead of administration
- ☐ The SAT scores from the high school are too low.
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- ☐ There is not enough foreign language study in the early elementary years.
- ☐ The administration is unresponsive.
- ☒ Some schools are unsafe learning environments.
- ☐ Students are not allowed to work at their own pace.
- ☒ High-achieving children are not challenged enough in elementary school.
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- ☐ Emotional development needs do not receive enough attention.
- ☒ The system is too autocratic and top-down.
- ☐ Computer instruction is not well integrated into the entire curriculum.
- ☐ Other

The importance and  
value of extracurricular  
activities: not available  
to all children

I am a trustee at Laurence Academy  
Gorton, MA  
Grades 9-12, Day Boarding





## Questionnaire

Name Juan Sargan

Telephone 876-8232

I am currently a Cambridge resident. ☒ Yes ☐ No

I will have a child eligible for the Cambridge public schools in 1995-96. ☒ Yes ☐ No

I am interested in applying for my child to attend The Cambridge Charter School.

☒ Yes ☐ No

I am interested in a new public school that includes:

individualized pace of learning	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
strong parental involvement	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
competence in foreign languages	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
stronger emphasis on science & math	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
stronger emphasis on art & music	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
focus on creativity and thinking skills	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
development of the whole child	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

I perceive the problems in the existing Cambridge public schools to be: (Check as many as you think apply.)

- ☒ All parents do not get their first choice school for their child.
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- ☐ Emotional development needs do not receive enough attention.
- ☒ The system is too autocratic and top-down.
- ☒ Computer instruction is not well integrated into the entire curriculum.
- ☐ Other \_\_\_\_\_

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\_\_\_\_\_  
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## Questionnaire

Name Andrea Devine Telephone 491-8285

I am currently a Cambridge resident. ☒ Yes ☐ No

I will have a child eligible for the Cambridge public schools in 1995-96. ☒ Yes ☐ No

I am interested in applying for my child to attend The Cambridge Charter School.  
☒ Yes ☐ No

I am interested in a new public school that includes:

individualized pace of learning	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
strong parental involvement	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
competence in foreign languages	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
stronger emphasis on science & math	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
stronger emphasis on art & music	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
focus on creativity and thinking skills	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
development of the whole child	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

I perceive the problems in the existing Cambridge public schools to be: (Check as many as you think apply.)

- ☒ All parents do not get their first choice school for their child.
- ☒ More resources should go to classroom education instead of administration
- ☒ The SAT scores from the high school are too low.
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- ☒ High-achieving children are not challenged enough in elementary school.
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- ☐ Emotional development needs do not receive enough attention.
- ☐ The system is too autocratic and top-down.
- ☒ Computer instruction is not well integrated into the entire curriculum.
- ☐ Other \_\_\_\_\_

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





## Questionnaire

Name Jeffrey F. Johnson \* Telephone 492 280

I am currently a Cambridge resident. ☒ Yes ☐ No

I will have a child eligible for the Cambridge public schools in 1995-96. ☒ Yes ☐ No

I am interested in applying for my child to attend The Cambridge Charter School.

☒ Yes ☐ No

I am interested in a new public school that includes:

individualized pace of learning	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
strong parental involvement	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
competence in foreign languages	<input checked="" type="checkbox"/> Yes!	<input type="checkbox"/> No
stronger emphasis on science & math	<input checked="" type="checkbox"/> Yes!	<input type="checkbox"/> No
stronger emphasis on art & music	<input type="checkbox"/> Yes	<input type="checkbox"/> No
focus on creativity and thinking skills	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
development of the whole child	<input type="checkbox"/> Yes	<input type="checkbox"/> No

I perceive the problems in the existing Cambridge public schools to be: (Check as many as you think apply.)

- ☐ All parents do not get their first choice school for their child.
- ☒ More resources should go to classroom education instead of administration
- ☐ The SAT scores from the high school are too low.
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- ☐ Students are not allowed to work at their own pace.
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- ☒ Emotional development needs do not receive enough attention.
- ☒ The system is too autocratic and top-down.
- ☐ Computer instruction is not well integrated into the entire curriculum.
- ☐ Other \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

\* - I AM A HOME-SCHOOLER IN CAMBRIDGE PUBLIC SCHOOL DISTRICT.



## Questionnaire

Name Richard M. Nasser

Telephone 625 6028

I am currently a Cambridge resident. \_\_\_\_\_ Yes X No

I will have a child eligible for the Cambridge public schools in 1995-96. \_\_\_\_\_ Yes X No

I am interested in applying for my child to attend The Cambridge Charter School.

X Yes \_\_\_\_\_ No

I am interested in a new public school that includes:

individualized pace of learning	<u>X</u> Yes	_____ No
strong parental involvement	<u>X</u> Yes	_____ No
competence in foreign languages	<u>X</u> Yes	_____ No
stronger emphasis on science & math	<u>X</u> Yes	_____ No
stronger emphasis on art & music	<u>X</u> Yes	_____ No
focus on creativity and thinking skills	<u>X</u> Yes	_____ No
development of the whole child	<u>X</u> Yes	_____ No

I perceive the problems in the existing Cambridge public schools to be: (Check as many as you think apply.)

- X All parents do not get their first choice school for their child.
- X More resources should go to classroom education instead of administration
- X The SAT scores from the high school are too low.
- X Test scores in math decrease around grades 5 -8.
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- X There is not enough foreign language study in the early elementary years.
- X The administration is unresponsive.
- X Some schools are unsafe learning environments.
- X Students are not allowed to work at their own pace.
- X High-achieving children are not challenged enough in elementary school.
- X The resources spent on low-achieving students do not produce results.
- X Emotional development needs do not receive enough attention.
- X The system is too autocratic and top-down.
- X Computer instruction is not well integrated into the entire curriculum.
- Other \_\_\_\_\_

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# Questionnaire

Name Amelia Taylor

Telephone 597 7254

I am currently a Cambridge resident.   c   Yes            No

I will have a child eligible for the Cambridge public schools in 1995-96.   Yes   2  No

**I am interested in applying for my child to attend The Cambridge Charter School.**

  i   Yes             No

**I am interested in a new public school that includes:**

individualized pace of learning	<u>✓</u> Yes	<u>      </u> No
strong parental involvement	<u>✓</u> Yes	<u>      </u> No
competence in foreign languages	<u>✓</u> Yes	<u>      </u> No
stronger emphasis on science & math	<u>  </u> Yes	<u>      </u> No
stronger emphasis on art & music	<u>✓</u> Yes	<u>      </u> No
focus on creativity and thinking skills	<u>  </u> Yes	<u>      </u> No
development of the whole child	<u>✓</u> Yes	<u>      </u> No

**I perceive the problems in the existing Cambridge public schools to be: (Check as many as you think apply.)**

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- ☐ More resources should go to classroom education instead of administration
- ☐ The SAT scores from the high school are too low.
- ☐ Test scores in math decrease around grades 5 -8.
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- ☐ The resources spent on low-achieving students do not produce results.
- ☐ Emotional development needs do not receive enough attention.
- ☐ The system is too autocratic and top-down.
- ☐ Computer instruction is not well integrated into the entire curriculum.
- ☐ Other \_\_\_\_\_



## Questionnaire

Name Wish Jen

Telephone 876-5617

I am currently a Cambridge resident. ☒ Yes ☐ No

I will have a child eligible for the Cambridge public schools in 1995-96. ☐ Yes ☒ No

I am interested in applying for my child to attend The Cambridge Charter School.

☒ Yes ☐ No

I am interested in a new public school that includes:

individualized pace of learning	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
strong parental involvement	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
competence in foreign languages	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
stronger emphasis on science & math	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
stronger emphasis on art & music	<input type="checkbox"/> Yes	<input type="checkbox"/> No
focus on creativity and thinking skills	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
development of the whole child	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

I perceive the problems in the existing Cambridge public schools to be: (Check as many as you think apply.)

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- ☒ The SAT scores from the high school are too low.
- ☒ Test scores in math decrease around grades 5 -8.
- ☐ There is no distinct middle school experience for children.
- ☒ There is not enough foreign language study in the early elementary years.
- ☒ The administration is unresponsive.
- ☒ Some schools are unsafe learning environments.
- ☒ Students are not allowed to work at their own pace. *in some schools*
- ☒ High-achieving children are not challenged enough in elementary school.
- ☐ The resources spent on low-achieving students do not produce results.
- ☒ Emotional development needs do not receive enough attention.
- ☒ The system is too autocratic and top-down.
- ☐ Computer instruction is not well integrated into the entire curriculum.
- ☐ Other \_\_\_\_\_

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# The Cambridge Charter School

## Learning



*with a*

## outlook

## *Why do schools need a global outlook?*

Three major forces in the twentieth century have permanently altered the world: technological change, immigration, and globalization. In recent years 1.5 million new immigrants a year—largely Latino and Asian—have come to America and now account for a significant (25%) and growing portion of our population. The model from the past—assimilation—that worked for the waves of European immigration earlier in the century is not going to meet America's future needs because the world as well as our position in it has changed. The U.S. economy is mature while developing countries are experiencing spectacular growth rates—e.g. China's 11.4% since 1991 and

## **Parents and**

Argentina's 7.4%—that will attract American investment, products, and jobs abroad. During all of this change, schools are still running on models from the past. They are still trying to get everyone to speak one language—English. The curriculum of most schools is still overwhelmingly focused on U.S. history and culture. Science textbooks are out of date before they are printed. Hardly any elementary and secondary schools are wired for the Internet.

## *How will The Cambridge Charter School make a difference?*

Existing public schools in Cambridge already offer a dizzying array of choices and programs. At first glance there may not seem to be a need for another new idea. But what we are proposing is not one more new wrinkle but a fundamental rethinking of how schools operate. A charter school is a new kind of public school—free because it is funded by taxpayers' dollars, yet independent of traditional school bureaucracy and so free to do things differently.

Our charter school will devote more of its funds to direct classroom instruction. For example, in the current Cambridge public school budget, only one cent of each dollar is spent on book and educational materials while fifteen cents go to finance central administration. Since The Cambridge Charter School will have *no* central administration, it can spend fifteen times more on classroom materials

than existing public schools.

**Our charter school will improve education by offering an extended day.** The school day at The Cambridge Charter School will be 8:30 a.m. to 5:30 p.m., which means significantly more hours are spent on arts, music, math, and science than in existing schools. With nine hours of instruction per day instead of the usual six, students receive 50% more schooling, amounting to six additional years of study from K- 12.

**Our charter school will increase the availability of desired programs of proven benefit to children.** In the primary grades (K-4),

**re crucial.**

The Cambridge Charter School will incorporate and extend many of the successful programs and teaching philosophy of the alternative schools in the current system: Graham & Parks, King Open, Cambridgeport, and the AMIGOS program at Maynard and Kennedy. Since not all parents who select these programs as first choice succeed in getting their children in, our school will enable more children to receive the kind of innovative education parents want.

**Our charter school will offer a distinct middle school experience for children.** At

The Cambridge Charter School grades 5-8 will have a separate building,

teachers, and curriculum that is interdisciplinary and offers electives designed to capture the imagination of students and reflect their interests.

**Our charter school will emphasize the study of foreign language.** Students will become trilingual, studying English for 13 years, Spanish for 9 years, and French or Portuguese for 4 years. These languages were chosen because they represent the official languages of the countries in North and South America. By drawing on the human resources of the Latino, Portuguese, and French-speaking communities in Cambridge, we hope to create an environment where their language skills are valued.

In addition, students will study one year each of five languages—Japanese, Chinese, Greek or Latin, Arabic or Mandinka, and German or Russian—as those cultures are studied. In middle and high

**We must emp**

school, study of America is placed in a rich context of world events. Accomplishments in art, music, literature, science, and economic development are not divorced from their historical and geographic roots but integrated in order to allow students to make connections and see causal relationships.

**Our charter school will be connected to the Internet.** Families of middle and high school students will receive a home computer to work on assignments and projects and to facilitate communication between parents and teachers. Computers are not viewed as another course taught in isolation but a way to excite independent learning and break down the barriers of segmented subjects into a more interrelated curriculum. Students and teachers will develop the habit of using the computer daily in whatever they are doing, for mastery of computers will soon rank with reading as the two principal ways to access knowledge.

### ***How will we accomplish all of this?***

First of all, parents are crucial. The Cambridge Charter School seeks to become a total resource for families. Parents, in turn, must ensure that children's needs are met and that family life reinforces learning.

Secondly, we must begin well. The primary school has multi-grade classes, a self-paced curriculum, and no letter grades because children need to acquire competence in an atmosphere flexible enough to accommodate different developmental rates without acquiring damaging labels.

**ower children.**

Thirdly, teachers who want to empower students to learn more while being taught less, who serve more as inspiring coaches and fellow explorers than technicians, are central to our success.

Finally, it is important that we stimulate creative thinking about education without hurting existing schools. *To ensure that no current direct teaching costs would be negatively impacted by our school, we will with the help of outside consultants identify ways to reduce non-instruction costs in the Cambridge public school budget equal to funds used for The Cambridge Charter School.*





*Instead of imposing a common way of thinking on everyone, The Cambridge Charter School seeks to attract families who share similar ideas about treating children with respect, about the importance of an individualized, child-centered curriculum that prizes how to think more than what to think, and about the need for greater emphasis on mastery of foreign languages and cultures, math, science, and the computer.*

*You are invited to attend an informational meeting at 7:30 p.m. on February 9 where you can bring your ideas and concerns and where we can answer questions. Please call the office at 661-4000 for the location of the meeting.*

**Pour la version française de cette brochure veuillez téléphoner au 661-4000.**

**Si Ud. necesita una traducción en español, por favor llame a este número: 661-4000.**

**Para mais informação sobre este folheto em português, chame pelo telefone: 661-4000.**







Everything we do speaks to our deep respect for children and their natural curiosity about the world, our belief that all children are capable and lovable, and our willingness to provide daily opportunities for them to develop creativity, express imagination, and take charge of their learning.

©1994

The McKenzie Foundation  
50 Church Street  
Cambridge, MA 02138  
(617) 661-4000



**Appendix 4**  
**The Cambridge Charter School Brochure**







## SCHOOLS

CAMBRIDGE CHRONICLE

THURSDAY, FEBRUARY 9, 1995

## Proposed charter school holds info meeting

The Cambridge Charter School, a proposed charter school in Cambridge, will be holding an informational meeting for parents of children entering kindergarten in the fall of 1995 on Thursday, Feb. 9, at 7:30 pm.

Charter schools are public schools and therefore are tuition-free, yet they are independent of existing school bureaucracy so they can be innovative and do things differently.

The Cambridge Charter School will offer a child-centered, multi-graded curriculum where children can progress at their own pace. With a teacher/student ratio of one to nine, individual attention can be paid to each student. The school

will be run by parents and teachers and have an extended school day from 8:30 am to 5:30 pm.

There will be a strong emphasis on foreign languages with the goal of enabling all children to be fluent in English and Spanish by ninth grade as well as studying a third language in high school.

Computers will be integrated into the curriculum and used both as a tool to access and process information and as a way to excite independent learning and break down barriers of segmented subjects into a more interrelated curriculum. The school will be connected to the Internet, and students in the middle and high school will receive computers to use at home.

"Existing public schools in Cambridge already offer a dizzying array of choices," said Robert Whittemore, one of the school's founders. "But what we are proposing is not one more new wrinkle but a fundamental rethinking of how schools operate. We want more of each dollar spent to go directly into the classroom."

The Cambridge Charter School seeks to attract families who share similar ideas about treating children with respect, teaching children how to think rather than what to think, and making learning the center of life at home and at school. For information about the location of the meeting, call The McKenzie Foundation at 661-4000.



## **Appendix 6**

### **Letters of Support**





30 Hancock Street  
Cambridge, MA 02139

February 13, 1995

Piedad F. Robertson  
Secretary of Education  
Commonwealth of Massachusetts

Dear Secretary Robertson,

I enthusiastically support the proposal for the Cambridge Charter School. I am a parent of a 4 1/2 year old who will be entering the Cambridge Public School System this Fall as a kindergarten student.

My spouse and I recently reviewed several Cambridge public school alternatives for our daughter, and while we were impressed with some of the programs, there simply are not enough *open-style* programs to meet the needs of Cambridge parents this Fall due to the increase in enrollments. The Cambridge Charter School could help to meet some of this demand and offer the additional benefits of an extended school day with a focus on foreign language, music, science, and art which are vital in early intellectual development. Recent studies have shown the value of **very** early musical training in the development of the brain and in the ability to learn foreign languages. Yet musical education is not available in the early grades in most public schools.

When I look back on my own elementary school years, my favorite teacher was an early advocate of individualizing education for children. Mrs. Hoover gave our class "free choice time" each morning to pursue special interests. She encouraged each of us to write down our questions and spend "free-choice time" to find the answers. I remember how this process led to many fascinating discussions with Mrs. Hoover and classmates about how things work. Because of her attention to each child's development, Mrs. Hoover recognized and encouraged my interest in writing stories.

I am thrilled that the Cambridge Charter School recognizes the wonderful benefits of an *open-style* education which can motivate children to learn and to make learning a life-long adventure. One of the great advantages of having this school in Cambridge is that it will draw from a wide range of racial, ethnic, and socioeconomic backgrounds. This potential for inclusiveness is an important part of the Charter School's promise of a better education for all. I believe the Cambridge Charter School, with strong parental support, can provide a powerful model for the rest of the country.

Sincerely,  
  
Judith Saryan



MASSACHUSETTS INSTITUTE OF TECHNOLOGY

DEPARTMENT OF PHYSICS

CAMBRIDGE, MASSACHUSETTS 02139-4307

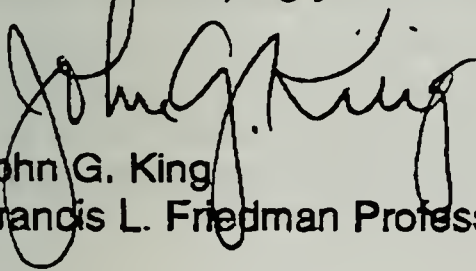
MEMORANDUM

To: Janet Rich  
From: John King  
Subject: Cambridge Charter School  
Date: 14 February 1995

I have read with interest your proposal and am enthusiastic about it. I particularly note five important elements which, if they can be made to work, will have a transforming effect on K-12 education:

- 1) the emphasis on adequate numbers of computers, an essential complement to traditional teaching and learning techniques,
- 2) the teaching of three languages, long overdue in our schools-- English will probably remain the primary language, but we should all become at least a little fluent in others,
- 3) an extended school day to avoid the problems faced by "latch key" kids, and to permit more emphasis on art, science, and project work,
- 4) the involvement of parents, starting soon after the child is born, and later, getting them to encourage the habit of reading; vital in balancing the information acquired from TV, and in developing imagination and empathy,
- 5) the professional development of teachers.

I have long been an advocate of project work combining analysis, research and hands-on work, preferably using simple materials to achieve sophisticated results. I have encouraged this at MIT, at Rust College in Holly Springs, Mississippi, at Wellesley High School, and throughout the country through the NSF supported Labnet Program at TERC. I am currently working on producing 100 showcases at MIT to illustrate engineering and scientific principles, and I have a vision of extending this nation-wide as a sort of Distributed Museum. So I don't have much time, but I look forward to helping you in any way that I can.



John G. King  
Francis L. Friedman Professor of Physics





HARVARD YARD CHILD CARE CENTER  
25 FRANCIS AVENUE  
CAMBRIDGE, MASSACHUSETTS 02138

February 14, 1995

Piedad F. Robertson  
Secretary Of Education  
Commonwealth of Massachusetts  
McCormack Building, Room 1401  
One Ashburton Place  
Boston, MA 02108

Dear Secretary Robertson:

I am writing to voice my strong support for the Cambridge Charter School. I have been an educator of young children for fifteen years; the last ten years of which have been at Harvard Yard Child Care Center in a Pre-Kindergarten classroom.

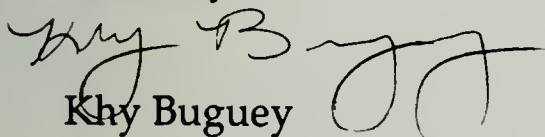
Each and every year, as the parents begin their search for the "right" elementary school, they are quickly disillusioned. Panicked, they come back to me and say, "The kids all looked so bored!" "They were all doing worksheets!" "How will my child ever adjust?"

The two main problems which parents incessantly describe to me are:

1. A lack of creative, stimulating, hands-on exploration where children are free to learn at their own pace.
2. A drastic decrease in parents' involvement in their children's classroom.

It is with a great sense of hope that I urge you to grant this Charter. I, as well as many of the parents with whom I have worked, long for a school with a philosophy like that proposed for the Cambridge Charter School. The possibility of such a striking philosophical match for the transition from pre-school to elementary and beyond is quite extraordinary.

Sincerely,

  
Khy Buguey





# cambridge-ellis school

1991 mass. ave., cambridge, ma. 02140, 354-0014

Pidad Robertson  
Secretary of Education  
1 Ashburton Place  
Boston, Massachusetts

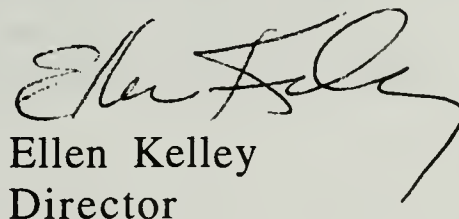
Feburary 14, 1995

Dear Secretary Robertson:

I am writing in support of a Charter School in Cambridge. The Cambridge-Ellis School has been in Porter Square for 15 years and was formerly the Lesley Ellis School on Concord Avenue, Cambridge. I feel that there is a compelling need for more developmental schools in the city. Historically, many families find the transition to public Kindergarten a difficult one. It would be such a wonderful addition to be able to support families who want this type of education for their young children with a new Charter School that supports self-directed learning, creativity and individualized curriculum.

I hope this will be an available option for the fall of 1995. Thank you for your attention. Feel free to call me if you would like more information.

Sincerely,



Ellen Kelley  
Director





18 Bates Street  
Cambridge, MA 02140  
February 9, 1995

Mr. Piedad F. Robertson  
Secretary of Education  
Commonwealth of Massachusetts  
McCormack Building, Room 1401  
1 Ashburton Place  
Boston, MA 02108

Dear Mr. Robertson,

I write to say how wholeheartly my husband, David O'Connor, and I support the McKenzie Foundation in its effort to start a charter school in North Cambridge. The Foundation has certainly targeted an area in dire need of new public school option. As parents of a preschooler, we are privy everyday to hours of handwringing as our friends and neighbors try to choose between elitest private schools and public schools that do not begin to approach our hopes for our children's education.

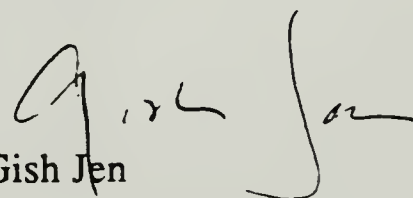
We think a charter school such as the McKenzie Foundation is proposing could go a long way in beginning to bridge that gap. We are thrilled to hear about its plans to keep administration to a minimum; to have two teachers to every twenty kids; to offer self-paced learning; to encourage a global outlook; to foster responsibility and community; and above all, to offer a close relationship between the school and the family.

We believe that the school proposed by the McKenzie Foundation is workable, and will surely sign up our child (now 3 years old) if the school is approved. We know there is overwhelming parent support for a school of this nature in our area, and are convinced the McKenzie Foundation would enjoy tremendous parental involvement on every level. Furthermore, we are convinced that a school like the one proposed is exactly what is needed nationwide if public education is to remain a real and attractive option for middle class parents.

We urge you to approve this charter school proposal.

All best,

Gish Jen

A handwritten signature in dark ink, appearing to read 'Gish Jen', with a stylized flourish extending to the right.



48 Sherman St.  
Cambridge, MA 02140

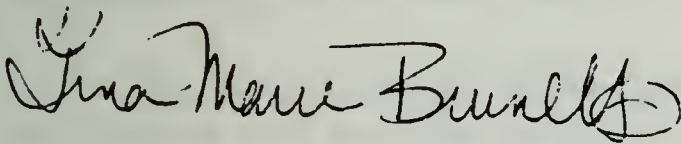
February 13, 1995

Ms. Janet Rich  
The McKenzie Foundation  
50 Church St.  
Cambridge, MA 02138

Dear Ms. Rich,

I would like to express my strong interest in and support of your proposal for The Cambridge Charter School. As a parent of a child who will be entering kindergarten in September, I have spent the recent months exploring the various educational opportunities available for my child in our community. Since private school tuitions are astronomical, I have been confined to making a choice among the public schools in Cambridge. While individual schools offer specific courses of study that are attractive, no one school has the combination of all of these programs that would be offered by the Cambridge Charter School. I like the idea of extending the school day to enable children to get the "extras" that make individuals well-rounded and allow them to have opportunities to be successful in a broad range of experiences. This school will train students to be global thinkers and doers with its multi-lingual instruction, computer orientation, and interdisciplinary approach to learning. As a teacher, I can appreciate the important mission of your proposed alternative education. I look forward to receiving information that the Cambridge Charter School will indeed be a choice in September for my child and other children of our city.

Sincerely,

A handwritten signature in cursive script, reading "Tina-Marie Brunetto". The signature is written in dark ink and is positioned above the printed name.

Tina-Marie Brunetto





Michael and Deborah Queen  
34R Prentiss Street  
Cambridge, MA 02140

February 14, 1995

Piedad F. Robertson  
Secretary of Education  
Commonwealth of Massachusetts  
McCormack Building, Room 1401  
One Ashburton Place  
Boston, MA 02108

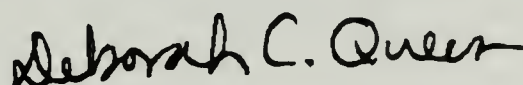
Dear Secretary Robertson:

We are in favor of the Cambridge Charter School. At first in our research for our son's educational needs for September 1995, we looked past the Cambridge Public School system and visited several private schools in the area. They satisfied every aspect of a kindergarten student's needs, but we needed to decline due to inflated tuition. We fell back to the public schools and found the system confusing and unreliable. We are not pleased with the uncertainty of our son being selected to attend even one of our top three choices, especially since we live two blocks from Agassiz. We are still in the dark for his afterschool needs.

My son has been in a full-time daycare situation for over two years. He is very happy and we want to continue his feeling of security and belonging. We feel he would benefit from an extended day that the Cambridge Charter School presently offers. We know he would welcome the opportunity to self-motivate his learning, since he practices this at home by teaching us how to use his computer programs. He craves creativity and experimenting and we would want this encouraged at school.

We will support the Cambridge Charter School and its beliefs at home. We hope to get involved with the whole program. This is just what Cambridge needs.

Sincerely,



Deborah C. Queen



Dear Janet,

Feb 5, 1994

This is written quickly as I have a six week old about to wake up for a feed and a brief moment as my two older ones are out enjoying the first snow storm.

I was delighted to hear about the efforts to start a new charter school. I am both a child psychiatrist at Cambridge Hospital and a parent of three children living in Cambridge. I am committed to the education and growth of our children and have been consulting to Cambridge Rindge Latin for 2 years. I support the Charter school you have proposed. The 'choice' for Cambridge Schools is biased by some parents including myself wanting first a school that has better odds of getting in. I would be committed to helping you in your effort to build this Charter school and let me know how I can be helpful. I would like my child to be involved in this type of school!!

Sincerely

Mary Cappozzo  
MP

6 Wyman Road  
Cambridge Me

876-2358

02138

(We met at Cambridge Nursery School, I understand you had a child attend the school.)





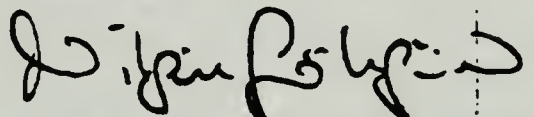
75 Francis Ave.  
Cambridge, MA  
Feb. 13, 1995

Piedad Robertson  
Secretary of Education  
Commonwealth of Massachusetts  
One Ashburton Place  
Boston, MA

Dear Secretary Robertson:

I am a parent of two school-age children in Cambridge and the Associate Director of the Boston Institute for Developing Economies. I am very excited about the prospect of The Cambridge Charter School because it provides what the existing public schools do not--a world-class education for the twenty-first century. Their emphasis on multiple foreign language acquisition is a particularly needed addition. In my work with developing economies, I am struck by the growing need for Americans to learn about other cultures. I hope that you approve of this proposal, which offers so many new, innovative approaches to education.

Sincerely,

  
Nilgun Wyzanski Gökgen



**Gordon Siek and Lori Siek-Manz**  
**91 Winslow Ave.**  
**Somerville, MA 02144**

**February 14 ♥, 1995**

**To whom it may concern,**

**We are writing this letter in support of the application for a Charter school in Cambridge, MA sponsored by the MacKenzie Foundation. We urge you to fund this application among the several competing proposals. The proposed organization and goals of this Charter school incorporate many of the features we would desire to see in a public school for our younger children.**

**In addition, our oldest child, Emily aged 14, attended both a private school (until the third grade), and a public school program in Somerville (the CHOICE program), that incorporated many of the developmental-based features described in the MacKenzie foundation's plan. Emily has consistently been one of the more successful students academically in more traditional programs she has attended since. At the end of the "third" grade, she took a standardized test usually administered to fourth graders and scored in the top 10%. This year she was accepted to the privately run BU academy, and scored in the top 15% of the secondary school achievement tests (SSATs) in all subjects. We strongly feel this was a result of the habits and success she experienced in these programs. We also feel that experiential developmental-based education especially for younger students has many strengths. Since students are mixed across grades, and are grouped by progress in particular subjects, students are much less likely to be turned off by subjects which are more difficult for them to master and thus actually do better overall, and since they feel less stigmatized, their self-confidence is higher. Each student's input is usually more highly valued in the particular group they are in at a given time, and it is easier for teachers to work through problems for specific students.**

**My wife and I are both scientists, I have a Ph.D. in Pharmacology and work in a Biotechnology company, and my wife has a B.S. in Biology and is a medical technologist at a hospital. One thing we have both noted in both developmental based programs (private and public) that our daughter attended was that the students overall did well in both science and math. Both programs focused on critical thinking and actual experience (i.e. experiments for science and word problems based on every day life in math) that we both think is crucial for academic success in these subjects.**

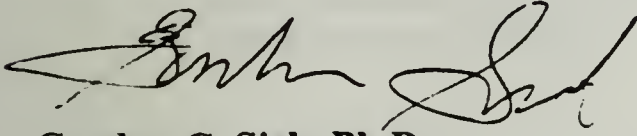
**We also have several children who attend a parent-run cooperative day care center, and have seen that direct parental involvement in the operation of a school can be a key ingredient in a school's success. We are also attracted to the bilingual component of the plan, our communities are rapidly becoming more diverse and our economy more global, by the time our younger children are adults, this will be even more important.**





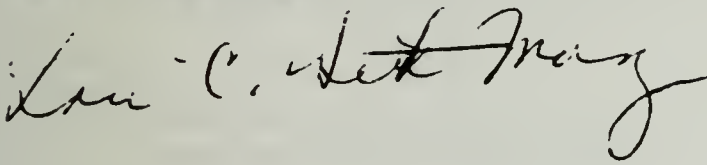
**We presently have a son, who would be eligible to attend the MacKenzie Foundation's proposed Charter school. We again urge to fund this proposal.**

**Sincerely,**

A handwritten signature in black ink, appearing to read 'Gordon C. Siek', written in a cursive style.

**Gordon C. Siek, Ph.D.**

**Lori C. Siek-Manz**

A handwritten signature in black ink, appearing to read 'Lori C. Siek-Manz', written in a cursive style.



Appendix 7  
Mathematics Primary Tutorial Scope and Sequence  
Average Student

I = Introduction      R = Review      M = Mastery

**TOPIC: Numbers and Numeration**

The students will be able to	K	1	2	3	4	5	6
count from one to twenty.	IRM						
write numerals in natural order zero through ten.	IRM						
recognize numerals zero through ten.	IRM						
use one-to-one correspondence.	IRM						
recognize and use the terms <u>more</u> , <u>less</u> , and <u>equal</u> .	I	R	M				
recognize ordinal numbers.		IR	R	M			
match numerals to objects in sets.	I	R/M					
create sets when given specific numerals.	I	R	M				
write numerals zero through one hundred.		IRM					
count by twos, fives, and tens to one hundred.	I	R	M				
use number lines from zero to twenty.		I	R/M				
use place value for ones and tens.		I	R/M				
count, write, and sequence the numerals in order up to one thousand.		I	R	M			





# TOPIC: Numbers and Numeration

The students will be able to	K	1	2	3	4	5	6
name the numerals zero through ten.	IRM						
work with place value using tens and ones to one thousand.		I	R	R	M		
name the numerals higher than eleven.	I	R	R	R	M		
use number lines beyond twenty.		I	R/M				
recognize and identify Roman numerals.				I	R	R	
develop and use problem solving skills.	I	R	R	R	R	R	
extend the recognition and use of ordinal numbers first to thirty-first.			I/R	M			
work with place value up to the thousands position.				I	R/M		
work with place value up to the millions position.					I	R/M	
recognize and label negative numbers on number lines (TAI).							
round numbers to the nearest hundredth.			I	R	M		
use expanded notation to one thousand without regrouping (example: 950 is 9 hundreds, 5 tens, and 0 ones).				I/R	R/M		
use expanded notation to one thousand without regrouping (example: 5 tens + 13 ones is 6 tens and 3 ones).				I	R/M		
identify place value in number sentences.			I	R	M		



**TOPIC: Numbers and Numeration**

The students will be able to	K	1	2	3	4	5	6
order numbers less than one thousand.		I	R	M			
identify numbers up to one thousand.			I	R/M			
recognize correct inequality in hundreds.			I	R	M		
recognize place value to hundreds.			I	R/M			
recognize the differences in place values.		I	R	R	M		





# TOPIC: Addition

The students will be able to	K	1	2	3	4	5	6
work with the sum of two sets. Master sets to 20.	I	R/M					
recognize the plus sign.		IRM					
memorize the basic facts.		I/R	M				
work with addition sentences.		I	R	M			
set up and solve addition problems written in horizontal form.		I	R	R	M		
use the equal sign.		I	R/M				
set up and solve addition problems written in vertical form.		I	R	R	M		
use the zero property.		I	R	R	M		
work with three addends.			I	R/M			
add two-digit numbers without regrouping.			IRM				
add two-digit numbers by regrouping the ones.			I	R/M			
add three-digit numbers without regrouping.				IRM			
add three-digit numbers by regrouping the ones.				IRM			
solve addition problems when parenthesis are used.			I	R	R	M	



**TOPIC: Addition**

The students will be able to	K	1	2	3	4	5	6
check addition.			I	R	M		
add four-digit numbers without regrouping.				I	R/M		
add four-digit numbers by regrouping the ones.				I	R/M		
add five-digit numbers without regrouping.				I	R/M		
add five-digit numbers by regrouping.				I	R/M		
use the commutative, associative, and zero properties of addition.		I	R	R	M		
work on one-step word problems when given a picture.		I/R	R	R/M			
create number sentences for word problems.		I	R	R	R	M	
work on two-step word problems.			I	R	R	M	
use logical reasoning.	I	R	R	R	R	M	
work with the commutative and associative properties of addition.			I	R	M		





# TOPIC: Subtraction

The students will be able to	K	1	2	3	4	5	6
demonstrate an understanding of subtraction.		I	R/M				
recognize the minus sign.		IRM					
memorize the basic facts.		I	R/M				
work with subtraction sentences.		I	R	R	M		
complete problems in horizontal form.		I	R	R	M		
use the equal sign.		I	R/M				
work with subtraction problems in vertical form.		I	R	R	M		
use the zero property.		I	R	R	M		
subtract two-digit numbers without regrouping.		I	R/M				
subtract two-digit numbers by regrouping tens.			I	R/M			
subtract three-digit numbers without regrouping.			I	R/M			
subtract three-digit numbers with regrouping.				I	R/M		
subtract when using parenthesis.			I	R	R	M	
subtract four-digit numbers with and without regrouping.				I	R/M		



**TOPIC: Subtraction**

The students will be able to	K	1	2	3	4	5	6
subtract five-digit numbers with and without regrouping.				I	R	M	
subtract across many zeroes.				I	R	M	
Use the non-associative and non-commutative properties of subtraction.			I	R	M		
solve one-step word problems when given a picture.		I	R	R	M		
solve two-step word problems.			I	R	M		





# TOPIC: Time

The students will be able to	K	1	2	3	4	5	6
recognize the days of the week.	I/R	M					
recognize the date.	I/R	R	M				
recognize the month.	I/R	R	M				
recognize the year.	I/R	R	M				
demonstrate an understanding of today/tomorrow when sequencing events.	I/R	R	M				
tell time to the hour.		I/R	R/M				
tell time to the half-hour.		I	R	M			
tell time to the quarter hour.			I	R	M		
tell time at five-minute intervals.			I	R	M		
compare measures of time ( <u>earlier</u> , <u>later</u> ).	I	R	R	R	M		
tell time to the minute.				I	R/M		
tell time past the hour and a minute to the hour.				I	R/M		
work with decades.						I	
work with centuries.						I	



**TOPIC: Time**

The students will be able to	K	1	2	3	4	5	6
convert seconds to minutes.					I	R	
add time without regrouping.				I	R/M		
subtract hours and minutes with and without regrouping.				I	R	R	
convert hours to minutes.				I	R	R	
identify the approximate time using a.m. and p.m.			I	R	R	R	
develop and use problem solving skills.	I	R	R	R	R	R	





# TOPIC: Money

The students will be able to	K	1	2	3	4	5	6
recognize pennies, nickels, and dimes.		I/R	R/M				
match the amounts with the appropriate coins.		I	R/M				
recognize a quarter.		I	R/M				
count pennies, nickels, dimes, and quarters.		I	R	R	M		
relate coins to the total value using a decimal.			I	R	M		
count the value of a collection of bills and coins.			I	R	M		
use decimal points and dollar signs to write dollars and cents.			I	R/M			
recognize special coins and bills (half dollar, silver dollar, and two dollar bill).			I	R	M		
make change.				I/R	R	M	
add money without regrouping.		I	R	M			
add money with regrouping.			I	R	M		
subtract money without regrouping.		I	R	M			
subtract money with regrouping.			I	R	M		
use problem solving skills.		I/R	R	R	R	M	



# TOPIC: Multiplication

The students will be able to	K	1	2	3	4	5	6
recognize the multiplication sign.				I	R/M		
memorize the basic facts.				I	R/M		
find the product of two numbers.				I	R/M		
work with multiplication sentences.				I	R/M		
complete multiplication problems in horizontal form.				I	R	M	
work with multiplication problems in vertical form.				I	R/M		
use the zero property.				I	R/M		
find the missing factor in a number sentence.				I	R	M	
demonstrate commutative property between two multiplication facts (example: $6 \times 4$ and $4 \times 6$ ).				I	R/M		
find the product of two numbers without regrouping (example: $4 \times 22$ ).				I	R	M	
solve problems involving multiplication.				I	R	M	
multiply two-digit numbers by one-digit numbers with or without regrouping.				I	R/M		
multiply three-digit numbers by one-digit numbers with or without regrouping.				I	R/M		
multiply four-digit numbers by one-digit numbers with or without regrouping.					IRM		





# TOPIC: Multiplication

The students will be able to	K	1	2	3	4	5	6
multiply dollars and cents.				I	R	R	
Multiply two-, three-, or four-digit numbers by two-digit numbers.					I	R	
multiply three-digit numbers by three-digit numbers.					I	R	
multiply three-digit numbers with zeroes in either the ones' or the tens' place.					I	R	
use the properties of multiplication (distributive, commutative, associative, special property of one, and the special property of zero).				I	R	R	
multiply numbers by multiples of tens.				I	R	M	
use multiplication concepts supporting a model.				I	R	R	
use multiplication sentences for word problems.				I	R	R	
multiply two-digit numbers by two digit-numbers without regrouping.				I	R	R	
select the appropriate operations for given problems.				I	R	R	
estimate the missing factors.						I	



**TOPIC: Measurement**

The students will be able to	K	1	2	3	4	5	6
recognize size concepts (example: <u>smaller</u> and <u>larger</u> ).	I	R/M					
recognize linear measurement vocabulary (example: <u>same length</u> , <u>longer</u> , or <u>shorter</u> ).	I	R/M					
recognize capacity vocabulary (example: <u>more</u> or <u>less</u> ).	I	R/M					
work with centimeters.				I/R	M		
use standard units to measure length such as inches, feet, yards, and miles.		I	R	R	M		
use metric units to measure temperatures (celsius).				I/R	M		
use standard units to measure temperatures (fahrenheit).		I	R	M			
find the perimeter of a two-dimensional shape.		I	R	R	M		
use meters and kilometers to find various lengths.				I/R	R	M	
use problem solving skills involving metric measures.				I/R	M		
use metric units to measure volumes (metric cup, liter) and masses (gram, kilogram).				I/R	R	M	
use standard units to measure liquid volumes (cup, pints, quarts, gallons) and weights (ounces and pounds).			I/R	R	R	M	
solve problems involving standard measures.		I	R	R	R	R	
use milliliters to measure liquid volume.						I	R





# TOPIC: Measurement

The students will be able to	K	1	2	3	4	5	6
use standard units to measure lengths or distances to the half inch and quarter inch.				I	R/M		
use gross and dozen to measure quantities.					I/R	R	
add centimeters without converting.				I	R/M		
add centimeters by converting to meters.					I	R	
develop and use problem solving skills.	I	R	R	R	R	R	



# TOPIC: Geometry

The students will be able to	K	1	2	3	4	5	6
recognize circles, squares, triangles, rectangles, diamonds, and ovals.	IRM						
recognize three-dimensional shapes (sphere cone, and cube).	I	R/M					
solve problems dealing with top, middle, bottom, over, under, above, below, left, right, inside, outside, and symmetry.	I	R	R				
recognize open and closed figures.		I	R	M			
recognize identical shapes.		I	R	R	M		
use coordinates to locate and draw objects on grids.		I	R	R	M		
find the perimeter of two-dimensional shapes.				I	R/M		
find the area to two-dimensional shapes.				I	R/M		
identify polygons.				I	R/M		
show more than one line of symmetry.				I	R/M		
recognize and name three-dimensional shapes (cylinder, pyramid, and rectangular prism).				I	R/M		
find the volume of three-dimensional shapes.					I	R	
identify line segments and lines.				I	R	R	
identify rays and angles.					I	R	





# **TOPIC: Geometry**

The students will be able to	K	1	2	3	4	5	6
multiply to find area or volume.					I	R	
identify types of lines (intersecting, parallel, and skew).						I	
identify types of angles (right, obtuse, and acute).						I	
identify various triangles (right, obtuse, acute, isosceles, and equilateral).						I	
identify quadrilaterals (squares and parallelograms).					I	R	
identify parts of circles (chords, diameter, and radius).						I	
find the area of squares, triangles, and plane figures.						I	
solve word problems using geometric skills.	I	R	R	R	R	R	



# TOPIC: Fractions

The students will be able to	K	1	2	3	4	5	6
recognize and count equal parts (halves, thirds, and fourths).		I/R	M				
relate fractions to parts ( $\frac{2}{4}$ , $\frac{3}{4}$ , $\frac{2}{3}$ ).				I	R/M		
match fractions to the shaded areas.		I/R	R	R	M		
compare fractions with like denominators.				I	R/M		
divide to find the number of objects in fractional parts of sets ( $\frac{1}{2}$ of 10).					I	R	
multiplying fractions by whole numbers.						I	
write prime fractions for numbers and use these to cancel when multiplying fractions.						I	
add or subtract fractions with unlike denominators.						I	
find the least common denominators by using the least common multiples.						I	
add like fractions.				I	R/M		
use fractional names to identify fractional parts.				I	R/M		
identify and write fractional names for whole numbers ( $\frac{3}{3}=1$ ).				I	R/M		
multiply fractions by mixed numbers.						I	
write mixed numbers as fractions.					I	R	



## TOPIC: Fractions

The students will be able to	K	1	2	3	4	5	6
add fractions and mixed numbers with like denominators.					I	R	
subtract fractions with like denominators.				I	R/M		
write improper fractions as mixed numbers.					I	R	
write mixed numbers as improper fractions.					I	R	
find the reciprocals of fractions (not equal to zero), whole numbers, or mixed numbers.					I	R	
divide fractions, mixed numbers, or whole numbers by fractions.					I	R	
find the lowest common factors.					I	R	
reduce fractions to the lowest terms.					I	R	
rename fractions before adding or subtracting.					I	R	
find the least common factors.						I	
find the least common multiples.						I	
find the least common divisors.						I	
multiply fractions.					I	R	
use the inverse operation.						I	





# TOPIC: Fractions

The students will be able to	K	1	2	3	4	5	6
add decimals to whole numbers horizontally.					I	R	
add mixed numbers to the lowest terms.						I	
compute the fraction of a number with a model.					I	R	
recognize fraction percent equivalents.						I	
write prime factors for numbers and use these to cancel when multiplying fractions.						I	
find the least common denominators by using least common multiples (TAl).						I	
develop and use problem solving skills.		I/R	R	R	R	R	



# TOPIC: Division

The students will be able to	K	1	2	3	4	5	6
recognize the division sign.				I	R/M		
memorize the basic facts.				I	R/M		
identify the dividends, divisors, and quotients as the parts of division problems.				I	R/M		
work with division sentences.				I	R/M		
use the zero property.				I	R	M	
divide two-digit dividends by one-digit divisors with no remainders.				I	R/M		
divide two-digit numbers with remainders.				I	R/M		
divide two-digit dividends by one-digit divisors to find quotients that have remainders.				I	R/M		
divide two-digit dividends by one-digit divisors with and without renaming.				I	R/M		
use regrouping to divide three-, or four-digit dividends by one-digit divisors.					I	R	
divide three- or four-digit dividends by divisors that are multiples of ten.					I	R	
estimate quotients.					I	R	
find quotients for division problems that have two- and three- digit dividends and two-digit divisors.					I	R	
solve problems using division.				I	R	R	





# TOPIC: Division

The students will be able to	K	1	2	3	4	5	6
recognize the inverse operation.						I	
use the special property of one and the special property of zero.				I	R	R	
divide across zeroes.				I	R	R	
compute averages.					I	R	
identify the appropriate operations needed to solve problems.			I	R	R	R	
solve division problems which ask for half as much.				I	R	R	



# TOPIC: Decimals

The students will be able to	K	1	2	3	4	5	6
recognize a decimal point.				I	R/M		
write decimals for parts of objects.					I	R	
add and subtract decimals without regrouping.					I	R/M	
add and subtract decimals with regrouping.					I	R/M	
compare numbers with decimals in terms of greater than, less than, or equal to.					I	R	
multiply decimals by tenths.					I	R	
read and write mixed decimals representing whole numbers with tenths, hundredths, and thousandths.						I	
multiply decimals by forms of one to convert them to equivalent decimals.						I	
multiply numbers with decimals and correctly place the decimal point.						I	
round decimals to the nearest thousandth.						I	
solve problems using decimals.				.		I	



### TOPIC: Statistics (TAI)

The students will be able to	K	1	2	3	4	5	6
find the mean of three or more numbers.						I	
find the median of three or more numbers.						I	
determine the range in a set of data.						I	
identify the mode in a set of data.						I	
find the probabilities of events with outcomes that are equally likely to occur and with outcomes that are not equally likely to occur.						I	

### TOPIC: Estimation

The students will be able to	K	1	2	3	4	5	6
estimate the number of objects in a given container.	I	R	R	R	R	R	
estimate the length of objects.				I	R	R	
round off numbers to the nearest tens and hundreds.				I	R/M		
extend rounding off to the nearest thousands and ten thousands.					I	R/M	
estimate the sum of two numbers.				I	R/M		





# TOPIC: Graphing

The students will be able to	K	1	2	3	4	5	6
make and use pictographs.	I	R	R	R	M		
read and make bar graphs.	I	R	R	R	M		
compare bar graphs.	I	R	R	R	M		
use grids.	I	R	R	R	M		
make and use tables.		I	R	R	M		
read calendars.	I/R	R	R/M				
read menus.				I/R	M		
find calories.				I/R	M		
find sale prices.				I	R	R	
make and use maps, charts, and circle graphs.		I	R	R	R	M	
interpret line graphs.				I	R/M		
read thermometers.			I	R	R/M		
compare readings on thermometers.			I	R	R/M		
solve word problems using calendars.	I	R	R	R/M			



# TOPIC: Ratio and Percent

The students will be able to	K	1	2	3	4	5	6
recognize the symbols for ratios and percents.						1	
write three different forms of ratios when given comparative statements.						1	
write two equivalent ratios by finding the missing numerator.						1	
write two equivalent ratios by finding the missing denominator.						1	
translate ratios written in the form $a:b$ to the form $\frac{a}{b}$ .						1	
find equivalent ratios).						1	
translate ratios back to the form $a:b$ .						1	
write equivalent ratios for word problems about time, rate, distance, or money.						1	
write percents for ratios, fractions, or decimals expressed as hundredths.						1	
write fractions as percents.						1	
find percents of numbers.						1	
find what percent one number is of another number.						1	
find numbers when only percents of that number are known.						1	





# TOPIC: Pre-Algebra

The students will be able to	K	1	2	3	4	5	6
write equations illustrating the additive or multiplicative identities when using the additive or multiplicative inverses for given numbers.							1
simplify expressions that contain variables and co-efficients by using the distributive property and combining like terms.							1
solve simple equations involving one operation for variables with given values.							1
solve simple equations that involve more than one operation for a variable.							1
identify the property that needs to be used and find the value of the variable.							1
compute the value of exponential numbers.							1
identify perfect squares and their square roots.							1
find numbers when their square roots are given.							1
find square roots of variables with even numbered exponents by dividing the exponents by two.							1
find the square roots of variables with odd-numbered exponents by factoring out one factor and then finding the square root of what is left.							1
find the square roots of combinations with variables or variables with co-efficients and simplify each one separately.							1
multiply numbers or variables that have exponents which may or may not require regrouping.							1
simplify expressions in which a power is raised to a power.							1



Appendix 8  
Guidelines for Language Arts K-8

**Topic: Composition—Native and Foreign**

K   1   2   3   4   5   6   7   8

The students will be able to:

express the desire to write.

look at pictures and create stories about them.

understand that a sentence must express a complete idea.

recognize the importance of word order in sentences.

identify the two parts of a sentence: subject and predicate.

identify statements and questions with proper punctuation.

distinguish statement, question, command, and exclamation.

write complete sentences.

write invitations.

write thank you letters.

use rhyming words when writing poetry.

group details that relate to main ideas.

write beginning, middle, and end of stories.

expand the main idea in a paragraph with supporting detail.

write and revise compositions.

write description, narration, and explanatory pieces.

distinguish between explanatory prose that tell how vs. why.

generate titles for stories.

write book reviews.

record interviews.

recognize and write the parts of a letter and envelope.

write friendly and business letters.

compose various forms of poetry.

practise free write and focused free write in journals.

write publicity and ads as persuasive prose.

synthesize information gathered on subjects from  
multiple sources into reports.

select topics for research reports.

gather information, take notes, create outlines.

practice a variety of invention techniques.

write multiple drafts of narrative and expository prose.

distinguish revision from editing.

learn editing techniques and proofreading.

write dialogue and drama.

write autobiography and biography.

write a journalistic news story.

conduct peer review and group feedback.

distinguish formal vs. informal language.

examine metaphorical and figurative language.



**Topic: Critical Thinking—Native and Foreign**

K 1 2 3 4 5 6 7 8

The students will be able to:

identify the main idea of a story or book.

identify the important details of a story.

interpret stories and poems.

recall events in sequence.

draw conclusions about a story.

order events in chronological sequence.

predict logical outcomes.

summarize a story.

identify related events.

make inferences.

classify items (categorize and compare).

identify cause-effect relationships.

distinguish between fact and opinion.

distinguish between idea and sentiment.

create opinions based on reason.

evaluate opinions.

state opinions effectively.

recognize assumptions.

recognize bias.

identify generalizations and distinguish from facts.

visualize story elements.

understand the difference between denotation and  
connotation.

practice speculation and inquiry.

create a persuasive argument.

conduct a thorough analysis of a contemporary issue.

recognize multiple viewpoints and determine perspective.

generate meaning from written and spoken texts.

acquire the habit of reflection on the writing and  
thinking process.

make obvious and not-so-obvious connections and  
analogies.





**Topic: Critical Thinking—Native and Foreign**

K 1 2 3 4 5 6 7 8

The students will be able to:

identify the main idea of a story or book.

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draw conclusions about a story.

order events in chronological sequence.

predict logical outcomes.

summarize a story.

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classify items (categorize and compare).

identify cause-effect relationships.

distinguish between fact and opinion.

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state opinions effectively.

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visualize story elements.

understand the difference between denotation and  
connotation.

practice speculation and inquiry.

create a persuasive argument.

conduct a thorough analysis of a contemporary issue.

recognize multiple viewpoints and determine perspective.

generate meaning from written and spoken texts.

acquire the habit of reflection on the writing and  
thinking process.

make obvious and not-so-obvious connections and  
analogies.



## **Topic: Grammar- Native and Foreign**

K 1 2 3 4 5 6 7 8

The students will be able to:

use correct grammar in speaking and writing.

identify nouns as name for concrete and abstract persons,  
places, and things

form plural nouns correctly.

use dictionaries to determine correct inflected forms of nouns.

differentiate between common and proper nouns.

form possessive nouns correctly.

identify direct objects and understand their relation to verbs.

identify predicate nominatives.

identify and understand the use of pronouns.

recognize and use correctly singular and plural pronouns.

recognize and use correctly nominative and objective case of  
pronouns singular and plural.

identify pronoun antecedents.

recognize and use possessive pronouns.

identify action and state of being verbs.

understand present, past, future tense of verbs.

identify and use perfect verbs and participles.

know irregular past and past participle of do, give, go, run,  
see, take, can, may, leave, let, lie, lay, teach, learn, rise,  
raise, sit, set.

use dictionaries to determine correct inflections of verbs.

become aware of the need for noun-verb agreement in  
number and person.

identify and use adjectives and adverbs.

use the comparative and superlative forms of adverbs  
and adjectives.

use negatives correctly.

build new words by adding prefixes and suffixes.

distinguish between proper and common adjectives.

identify and use demonstrative adjectives.

differentiate between adverbs and adjectives.

identify prepositions and their functions.

identify prepositional phrases and their functions.

differentiate between the use of a word as a preposition  
and its use as an adverb.

identify conjunctions and their functions in compound  
sentences, compound predicates, and compound subjects.

diagram sentences.

identify relative pronouns and proper case in clauses.

understand subordinate clauses.

recognize phrase vs. clause and sentence fragments.

recognize comma splice and fused sentences.





**Topic: Handwriting**

K 1 2 3 4 5 6 7 8

The students will be able to:

use basic top-down and left-right movements.

write upper and lower case printed letters.

copy printed words and letters.

form numerals correctly.

print their own names with correct capitals.

position fingers, paper, and pencil correctly.

identify and use spacing when writing.

discriminate letter size differences in relation to lines.

print as a means of expression.

print all letters in the alphabet without cues.

write with speed and relaxation.

evaluate their work relative to form, size, spacing.

recognize and write letters in the cursive alphabet.

achieve uniform slant.

verbalize the three basic strokes used to write cursive.

join letters with ease and fluency.



**Topic: Language Enrichment**

K 1 2 3 4 5 6 7 8

The students will be able to:

- identify and use rhyming words.
- identify and use antonym and synonyms.
- identify and use homophones and homographs.
- identify and use compound words.
- identify and use similes and metaphors.
- identify and use personification and idiom.
- identify and use hyperboles.
- identify irony and satire in stories.
- identify and use theme in stories.
- identify and use foreshadowing and flashback in stories.
- identify and use mood and voice in stories.



Topic: Language Acquisition—Native and Foreign	K	1	2	3	4	5	6	7	8
--	---	---	---	---	---	---	---	---	---

The students will be able to:

visually discriminate likeness and differences in sizes, shapes, positions, colors, numerals, and letters.

auditorally discriminate likenesses and differences in letter sounds.

**comprehend the vocabulary associated with spatial relationships.**

understand and use left-to-right progression.

develop, expand, and use vocabulary through language experiences.

demonstrate and improve visual memory skills.

use picture details.

classify objects according to their uses.

distinguish between vowel and consonant letters.

supply missing letters in alphabetical sequence.

understand the concept of words as units of meaning.

recognize and use specific words to convey exact meaning.

use context clues to decode unfamiliar words.

use structural analysis to decode unfamiliar words.





**Topic: Literature—Native and Foreign**

K 1 2 3 4 5 6 7 8

The students will be able to:

develop an appreciation of stories, poems, books, and plays.

distinguish between fiction and nonfiction.

recognize different literary genres.

identify the author, title, and illustrator of a book.

develop an appreciation of a variety of authors and illustrators.

identify the elements of a story:

theme

setting

characters

climax

plot

conflict

mood

read and interpret details.

identify forms of poetry.

compare one or two elements of two stories.

discover themes and development of themes across authors  
and across works of a single author.

find books they enjoy reading in the library.

begin understanding of literary criticism and interpretation.

notice stylistic differences among authors.

develop criteria for personal evaluation of literature.



**Topic: Mechanics—Native and Foreign**

K 1 2 3 4 5 6 7 8

The students will be able to:

begin sentences with capital letters.

use periods at the end of statements and commands.

use question marks at the end of questions.

use exclamation marks at the end of exclamations.

write proper nouns with correct capitalization.

write book titles correctly.

identify and use commas in a series.

identify and use commas of apposition.

identify and use commas in addresses.

identify and use commas in compound sentences.

use commas between subordinate and independent clauses  
correctly.

identify and use commas in dates and in greetings and closings  
of letters.

use commas in introductory words, phrases, and clauses  
correctly.

use commas correctly in quotations.

use commas in parenthetical expressions and distinguish  
from use of parenthesis.

understand where superfluous commas occur.

use the semicolon correctly.

identify and use abbreviations.

identify and use quotation marks correctly in direct quotes and titles.

differentiate between direct and indirect quotations.

identify and use single quotations within a quote.

use hyphens, hyphenated adjectives, and hyphenated  
numerals correctly.

use colons correctly.

use ellipsis and dashes.

develop outlines.

use apostrophe correctly.

edit compositions for mechanics.

use reference books to discover correct usage.





## Topic: Spelling - Native and Foreign

K 1 2 3 4 5 6 7 8

The students will be able to:

spell one-syllable words with vowels in the medial position.

spell one-syllable words containing long vowels.

identify initial consonant clusters and spell words

containing these blends.

identify and spell words with beginning and final consonant clusters.

spell words containing consonant combinations

(gn, kn, wr, ph, gh, lb, mb, nd, nk, ft, ng)

spell words containing initial digraphs (ch, sh, th, wh).

spell words containing double consonants.

spell words containing the j sound (j, g, dge).

identify and spell words that contain the s sound (s, ss, c).

spell words with the final k sound spelled k and ck.

spell words containing the ch, sh, and chur sounds.

demonstrate a knowledge of how to spell irregular words.

spell the number words to one hundred.

spell plurals.

spell the days of the week, months, colors.

spell contractions and compound words.

spell words using comparative and superlatives.

demonstrate knowledge of silent e endings.

spell present and past tenses of verbs.

identify and spell two-syllable words with the schwa sound.

(en, le, al, a, on, ar, er, ure, i)

spell two-syllable words with long or short vowels

followed by single consonant sounds in the second.

spell words containing the zh sound.

spell words with the prefixes dis, pre, per, re, un, sub, non,

im, in, il, ir, mis, inter, fore, en, over, de.

spell with the suffixes er, est, ful, less, y, ly, ish, ment, able,

bus, ion, ible, al.

spell one-syllable words containing the adjacent vowels al,

oo, ee, ea, ay, oi, oy, eigh, eu ui, or, ei, ow, oe, ou, au, aw, augh

spell multi-syllable words with long vowels or diphthongs.

spell words formed from the Latin bases miss, mit, mittere,

tend, tens, ten tendere, pos, pon, ponere, dicere, movere,

venire, habere, and ligare.

spell words formed from bases lect, spect, tour, serve, ject,

cept, fin, tract, yis, and tin.

spell homophones correctly.

use dictionary to discover how to spell a word and determine part of speech.



**Topic: Oral Language —Native or Foreign**

K 1 2 3 4 5 6 7 8

The students will be able to:

listen for specific sounds in words.

demonstrate the comprehension of oral language.

listen for information.

use adequate speaking vocabularies to express themselves.

orally express ideas in complete sentences.

take turns in group discussions.

demonstrate thoughts, ideas, and feelings through verbal expressions.

contribute relevant information to a discussion.

solve interpersonal problems orally with respect toward others.

use descriptive language in telling stories.

demonstrate and improve auditory memory.

listen to a story read orally and then retell it in correct sequence.

use pitch, stress, and juncture.

use the telephone correctly and take messages.

conduct interviews.

give oral reports with and without notes.

ask for, give, and receive oral directions.

become aware of body language as communication.

use expressive pauses and vocal modulation in reading aloud.

practice eye contact when speaking.

make introductions and help people get acquainted.

conduct everyday conversations in a variety of typical situations requiring interaction with others.

understand the speech in movies, plays, TV, and radio.



**Topic: Study and Research Skills**

K 1 2 3 4 5 6 7 8

- The students will be able to:
- organize and classify information.
  - apply study techniques for spelling or other subjects.
  - use reference aids in locating information (encyclopedias, books, dictionaries, almanacs, card catalogs, atlases, computer data bases and CD-ROM).
  - alphabetize groups of words by first, second, and third letters.
  - recognize and use the table of contents, glossary, and index of a book.
  - use guide words in dictionary and encyclopedias.
  - recognize and interpret graphic aids (maps, signs, graphs, diagrams, and charts, tables, time lines).
  - find information in phone books.
  - follow written directions.
  - use skimming and scanning skills.
  - perfect various test-taking skills.
  - take notes from information read or heard.
  - utilize non-library, non-school sources of information.
  - become familiar with major statistical resources.
  - utilize primary historical source material.





Appendix 9  
Proposed Content for Subject Areas K-4

Primary K-2

**Literature** - fairy tales; legends; myths from many cultures; writers such as Ezra Keats, E. B. White, William McCleery, Janet & Allen Ahlberg, Robert McCloskey, Marilyn Sachs, Maurice Sendak, Mercer Mayer, Carol Brink, Dr. Seuss, Bernard Waber, Virginia Lee Burton, Harry Allard, Peggy Parish, Robert Munsch, Judy Delton, James Marshall, Robert Lawson, Barbara Robinson, Barbara Park, Ethel Johnston Phelps, Rina Schart Hyman, Jane Yolen, M. M. Kaye, Vivian Vande Velde, Ludwig Bemelmans, William Steig, Tony Ross, Raymond Briggs, Meindert DeJong, Lynne Reid Banks, Joanna Cole, Mary Mapes Dodge, Virginia Sorensen, Eleanor Estes, Kenneth Grahame, Stan & Jan Berenstain, Eve Rice, Graham Oakley, Fred Gwynne, Betty MacDonald, David McPhail, Hugh Lofting Gabrielle Vincent, A. A. Milne, Wanda Gag, Judi Barrett, Verna Aardema, Peter Spier, Dayal Khalsa, Steven Kellogg, Mark Strand, Chris Van Allsburg, Bill Peet, Jan Brett, John Burningham, Munro Leaf, Shel Silverstein, Don Freeman, Anthony Browne, Brock Cole, Anita Lobel, Eugenie Fernandes, Babette Cole, H. A. Rey, David Small, Maryann Kovalski, Judy Viorst, Arlene Mosel, Lynd Ward, Rafe, Martin, Paul Zelinsky, Carol & Donald Carrick, James Dougherty, Irina Korschunow, Helen Griffith, Philippa Pearce, Barbara Brenner, Eleanor Coerr, Rumer Godden, Alice Dalgliesh, Ted Hughes, Jack Prelutsky, Beatrice deRegniers, Leatie Weiss P. D. Eastman, Bill Martin, Eric Carle, Margaret Wise Brown, Paul Galdone, Quentin Blake, Tomie dePaola, Barbara Cohen, Edward Ormondroyd, Vera Williams, Beatrix Potter, Molly Bang, Shirley Hughes, Leo Lionni, Audrey Wood, Boris Zhitkov, Watty Piper, Barbara Cooney, Joan Aiken, William Hooks, Alice McLerran, Sue Alexander, Tedd Arnold, Brinton Turkle, Herge, Olaf Baker, Charlotte Zolotow, Hispanic and French authors

**Science**- food, shelter, habitat, behavior & life cycle of animals and plants; food chain; cultivate and tend a garden; the plough; vermiculture and composting; recycling; trees; dendrology; spiders; worms; nutrition; everyday chemistry; yeast; molds; penicillin; photosynthesis; world population and food supply; population control; reproduction; education for parenting

**Social studies** - world geography and population migrations; begin Native American cultures

**Music** - song; dance; rhythm instruments; melody

**Art** - painting; pottery, tie dye; batik; collage; mask making; mobiles; wax sculpture; puppets; book making; candle making; gingerbread houses; beads; paper chains; colored tissue paper crafts; block structures; cooking; bread making; maple sugaring and candy; drawing

**Computer** - Logo, BankStreet Writer

**Physical Education** - creative movement; jumbo ball; somersaults/cartwheels; pogo sticks; balance; juggling; jungle gym; skipping; jump rope games; rope climbing; calisthenics; dance





## Primary 3-4

**Literature** - continuation of tales including, Aesop's Fables, Anansi the Spider, Grimm's, Hans Christian Andersen, D'Audelaire's Greek Myths, Norse myths, Sir Gawaine and the Green Knight, Paul Bunyan, Zlateh the Goat, Robin Hood, The Crane Wife and other Japanese Tales, Bo Rabbit Smart for True: Gullah folktales, St. George and the Dragon, Arrow to the Sun and other American Indian tales, Aladdin, Baba Yaga, Beowulf, King Arthur, Biblical stories, Pied Piper of Hamelin, Idylls of the King, Lewis Carroll's Alice in Wonderland, The Faerie Queene; biography and autobiography, especially of U.S. historical figures; writers such as Mildred Taylor, L. M. Montgomery, Ann Nolan Clark, Roald Dahl, Kate Wiggin, Scott O'Dell, William DuBois, Michael Dorris, Joan Blos, Lois Lowry, Avi, Madeleine L'Engle, Eleanor Porter, Irene Hunt, Patricia MacLachlan, Forrest Carter, Beverly Cleary, James Howe, Patrick Catling, Bruce Coville, Bette Bao Lord, Laura Wilder, Joan Aiken, Wilson Rawls, Felice Holman, James Collier, Paul Fleischman, Jean George, Judy Blume, Natalie Babbitt, Elliott Arnold, Janni Howker, Michelle Magorian, Katherine Peterson, Cynthia Voight, John Reynolds Gardiner, Farley Mowat, Frances Hodgson Burnett, Robert Newton Peck, Clyde Robert Bulla, Margery Williams, Randall Jarrell, Katherine Paterson, Carol Ryrie Brink, Jack London, Theodore Taylor, Edith Fisher Hunter, Walt Morey, Willie Morris, John Fitzgerald, Gary Paulsen, Allen Eckert, Barbara Corcoran, Jean George, Anne Holm, Howard Pyle, Louis Sachar, Elizabeth George Speare, Esther Wood Brady, Ouida Sebestyen, Ernest Thayer, Robert Service, Dennis Lee, John Ciardi, Anna Sewall, Adele Geras, June Epstein, Ann Cameron, Myron Levoy, Kathleen Arnott, Julius Lester, Cyrus Macmillan, Arthur Bowie Chrisman, Genvieve Barlow, Louis Untermeyer, Nathaniel Hawthorne, Edward Lear, numerous Hispanic, French, Native American authors

**Science** - magnetism, gravity, plate tectonics, geology, dinosaurs, space, universe, solar system, volcanoes, earthquakes, the atom, matter, energy, light, heat, astronomy, the moon, the planets, ocean, NASA, weather, pollution, ozone, global ecosystem, rain forest, biodiversity; liquids, solids, gases; crystals; water cycle; the pond; energy cycle; heating and cooling systems; sewage and solid waste systems;

**Social studies** - continue Native Indians and U.S. history; town, city, state, national government

**Music** - begin individual instrument; songs; musical notation; two-part harmony; Native American dance and music; American folk songs; jazz; syncopation

**Art** - watercolor, paper mache, painting, rug making, weaving, pottery, sewing, silk painting, model building, drawing, woodworking, drama, papermaking, typee, quilt, pastels, dream catchers, sand painting, basket weaving, tanning leather, totem poles, spinning yarn, knitting

**Computer** - Logo, LegoLogo, LogoNet, Word for Windows

**Physical Education** - stilts, folk dance, soccer, baseball, ice skating, snowshoeing, gymnastics, ballet, wall climbing, unicycle, badminton, volleyball, tennis, basketball





Appendix 10  
Proposed Content for Subject Areas 5-8

**Fundamentals** - English language and literature, Spanish language and literature, critical thinking, comparative cultures (Great Britain, Mexico/Brazil/S. America, African/Arab, Japan), Mandinka, Arabic, and Japanese studied for 6 months to one year each; comparison with United States

**Science** - sound; radio; insects and communal living, ant, bee; nonhuman communication and instincts, fish, whales, birds, bats; chemical messages, the cell, the brain; DNA; pidgin and creole languages; the human body; electricity, electronics; evolution, nature vs. nurture; lever, gears, machines; the clock; longitude; plumbing and electrical trades; the car, auto repair and mechanics; acceleration; the airplane, aerodynamics; the computer; genetics, bioengineering; diseases; human genome project

**Music** - individual instrument, instrumental and vocal groups, four-part harmony, solfege, musical notation, British, African, Middle Eastern, Hispanic, and Japanese music and songs and dances

**Drama** - Shakespeare, Hispanic, African, Arabic, Noh plays and Japanese theater; one production a year

**Art** - landscape painting, portrait drawing, perspective, medieval castle and fort, bow and arrow construction, cathedral, stained glass, thatching, wood masks and sculpture, primitive art, Aztec art and artifacts, Inca art and artifacts, metal working, British, Mexican, African, & Japanese artists, ceramics, origami, flower arranging, bonsai

**Computer** - Logo, LegoLogo, LogoNet, Basic, Internet, Word, Lotus 1-2-3, Pagemaker, database searches

**Physical Education** - archery; canoeing; horseback riding; soccer; baseball; basketball; volleyball; tennis; ice skating; cross country skiing; downhill skiing; walking; aerobics; judo; fencing; sailing; tap dancing

Proposed Content for Subject Areas 9-12

**Fundamentals** - English language and literature, French or Portuguese language and literature, critical thinking, comparative cultures (Greece and Rome, Canada, China, Germany/Russia) Greek or Latin, Chinese, German or Russian studied one year each; comparison with United States

**Science** - carpentry; auto mechanics; the telephone and telecommunications; solar power; theory of relativity; the periodic table; Newtonian and quantum physics, Steven Hawking; wind power; the atomic bomb; radar; celestial navigation; ionization; microwaves; hydroponics;



anatomy; the heart and cardiology; the lungs and pulmonology; the nervous system and the effects of drugs; psychology/psychiatry; anthropology; biology, chemistry, physics

Drama - Greek and Roman theater; Chinese theater; German opera; Russian playwrights; one production per year

Music - individual instrument; instrumental and vocal groups; four-part harmony; atonal music; musical dictation; sight reading; French, Canadian, Chinese, German, and Russian music, songs, and dances; electronic music and composition

Art - Canadian, Greek, Roman, Chinese, German, Russian art and artists; French impressionists; American art and artists; oil painting; pastels; calligraphy; modern abstract painting; painted egg decorations; Christmas ornaments; watercolor; ceramics; film, photography

Computer - Computer programming; Internet; Word; Lotus 1-2-3; Pagemaker; database management and searches; online discussion groups; desktop publishing

Physical Education - tennis; golf; skiing; walking; aerobics; judo; fencing; sailing; baseball; soccer; basketball; volleyball; running; swimming; tai chi; tap dancing





# A Philosophy of Education For the Year 2000

*A conception of school as a moral equivalent of home is as responsive to societal conditions at the end of the 20th century as the factory model of schooling is unresponsive to them, Ms. Martin points out.*

By Jane Roland Martin

AT THE TURN of this century — in 1899, to be exact — John Dewey started off a series of lectures in Chicago with a description of the changes in American society wrought by the Industrial Revolution. "It is radical conditions which have changed, and only an equally radical change in education suffices," he said. One of those radical conditions was the removal of manufacture from households into factories and shops. It was Dewey's genius to see that the work that in the relatively recent past had been done at home had offered genuine educational benefits, which had become endangered. It was his great insight that some other educational agent could and should take over what had previously been one of the responsibilities of the home.

I draw attention to Dewey's analysis because in the United States today home and family have once more been trans-

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formed. The critical factor now is the removal of parents from the household. With many households headed by a single parent, usually a mother, and most families in need of two salaries just to maintain a home, for many hours each day there is simply no one at home.

If nothing more were at stake than a child's misgivings about being home alone or a mother's exhaustion after working a double shift, educators might be justified in ignoring our changed reality.<sup>2</sup> But there are the three brothers, ages 12 to 15, in Lawrence, Massachusetts, who were arrested in February of 1994 for stealing their mother's jewelry to pay drug dealers for crack cocaine. "They looked like three little old men," said the police officer.<sup>3</sup> There are also the juveniles who were arrested two weeks before this incident for entering a roller rink in Boston and shooting seven children. "The police should have been there to take the gun away from my son before he went inside," said one mother.<sup>4</sup> And then there is the 4-year-old who, even as I was writing this, was discovered in unspeakable conditions in his own home. In tomorrow's newspaper, as on yesterday's television screen, there will be accounts of teenage shoot-outs, 5-year-olds toting guns, children in the drug trade.

I have no quarrel with those who point out that science and math and literacy education in the U.S. are not what they should be. I am as thoroughly convinced as anyone that the country's vocational education system needs overhauling. But this nation's political and educational leaders talk repeatedly about setting higher standards in the teaching of literacy, math, and science and about the schools' failure to develop a highly skilled work force — without ever seeming to notice that our changed social reality makes correspondingly radical changes in schools imperative. To put it starkly, there is now a great domestic vacuum in the lives of children from all walks of life. In light of this radical change in conditions, once again the pressing question has become, What radical changes in school will suffice?

### ***Needed: A Moral Equivalent Of Home***

In the U.S., as in other industrialized societies, home has traditionally been the agency responsible for turning infants who

are "barely human and utterly unsocialized" into "full-fledged members of the culture."<sup>5</sup> Sherry Ortner's words bring to mind the "Wild Boy" of Aveyron. Until he emerged from the woods, Victor had no exposure to the curriculum that inducts our young into human culture — not even to wearing clothes, eating food other than nuts and potatoes, hearing sounds, sleeping in a bed, distinguishing between hot and cold, or walking rather than running.<sup>6</sup> He had to be taught the things that people — other than parents of the very young and teachers of differently abled children — assume human beings instinctively know.

Shattering the illusion that what is called "second nature" is innate, Victor's case dramatically illustrates that what we adults learned at home as young children is far more basic than the school studies we call the basics. Years ago, one of the research questions I was asking was, What entitles us to call some studies rather than others "the basics"?<sup>7</sup> My answer was that reading, writing, and arithmetic are considered essential — hence basic — components of education because of their roles in preparing young people for membership in the public world — specifically, for enabling them to be citizens in a democracy and to be economically self-sufficient individuals. In addition, we take the three R's to be fundamental because of the part they play in initiating our young into history, literature, philosophy, and the arts — "high" culture or Culture with a capital C. Bring the home's educational role into the picture, however, and one realizes that these three goals — achieving economic viability, becoming a good citizen, and acquiring high culture — make sense only for people who have already learned the basic mores of society.

Now there are some today who perceive the great domestic vacuum in children's lives, blame it on women, and would have us turn back the clock to a presumed golden age when mothers stayed home and took care of their young. These social analysts are simply oblivious to the present demands of economic necessity. They are also loath to acknowledge that it is not women's exodus from the private home each day that creates a vacuum in our children's lives. It is the exodus of *both* sexes. Had men not left the home when the Industrial Revolution removed work from

that site — or had fathers not continued to leave the home each morning after their children were born — women's departure would not have the ramifications for children that it does.

The question is not, Whom can we blame? It is, What are we as a nation, a culture, a society going to do about our children?

In a widely read essay titled "A Moral Equivalent of War," written in 1910, William James introduced the concept of moral equivalency into our language. Given the great domestic vacuum in the U.S. today, the concept of a moral equivalent of home is as germane as James' moral equivalent of war ever was. Indeed, of the many things we can and should do for our children, perhaps the most important is to establish a moral equivalent of home for them.

To avoid misunderstanding, let me say that I am not proposing that home be abolished. When James spoke of a moral equivalent of war, he had in mind a *substitute* for war that would preserve those martial virtues that he considered the "higher" aspects of militarism.<sup>8</sup> When I speak of a moral equivalent of home, I have in mind the *sharing of responsibility* for those educative functions of home that are now at risk of extinction. Who or what will do the sharing? In accordance with Dewey's insight and in light of the universality, ubiquitousness, and claims on a child's time that characterize schooling, there is no institution so appropriate for this task as school. Yet there can be no doubt that school is an overburdened institution. How then in good conscience can I or anyone ask it to take on more responsibilities? Moreover, will school even *be* school if it shouldered the functions of the home?

If one learns nothing else from the study of educational history, one discovers that education in general and schooling in particular are as subject to change, as much a part of the societal flux, as everything else.<sup>9</sup> Thus to suppose that school has some immutable task or function that it and only it must carry out and that other tasks contradict or defile its nature is to attribute to school an essential nature it does not have. Yes, school can add new functions without losing its identity. It can also shed old ones, as well as share some of these — for instance, vocational education with industry, or sci-





ence education and history education with museums. After all, those old functions were themselves once brand new.

History, then, teaches that school can be turned into a moral equivalent of home without its becoming hopelessly overextended. It teaches that, even as we assign the school some of the old educative functions of the home, we can ask the many other educational agents that now exist to share the educational work that our culture currently assigns to school.

## The Schoolhome

Because they think of school as a special kind of production site — a factory that turns out workers for the nation's public and private sectors — government officials, business leaders, granting agencies, and educational administrators focus today on standards. As they see it, the products of our nation's classrooms, like the automobiles on a General Motors assembly line and the boxes of cereal in a Kellogg's plant, should be made according to specifications. When minimum requirements are not met, the obvious remedy is to tighten quality control. Colleges and universities are apt to respond to this demand by raising entrance requirements. Public schools will launch efforts to improve testing, to hold teachers accountable

for student performance, and to standardize curriculum.

In an age when the lives of all too many children bring to mind Dickens' novels, it is perhaps to be expected that young children in school are pictured as raw material, teachers as workers who process their students before sending them on to the next station on the assembly line, and the curriculum as machinery that over the span of 12 or so years forges the nation's young into marketable products. However, this conception of schooling totally ignores the needs and conditions of children, their parents, and the nation itself at the end of the 20th century.

At the very least, children need to love and be loved. They need to feel safe, secure, and at ease with themselves and others. They need to experience intimacy and affection. They need to be perceived as unique individuals and to be treated as such. The factory model of schooling presupposes that such conditions have already been met when children arrive in school, that the school's raw materials — the children — have, so to speak, been "preprocessed." Resting on the unspoken assumption that home is the school's partner in the educational process, the model takes it for granted that it is home's job to fulfill these basic needs. Thus the production-line picture derives its plausibility

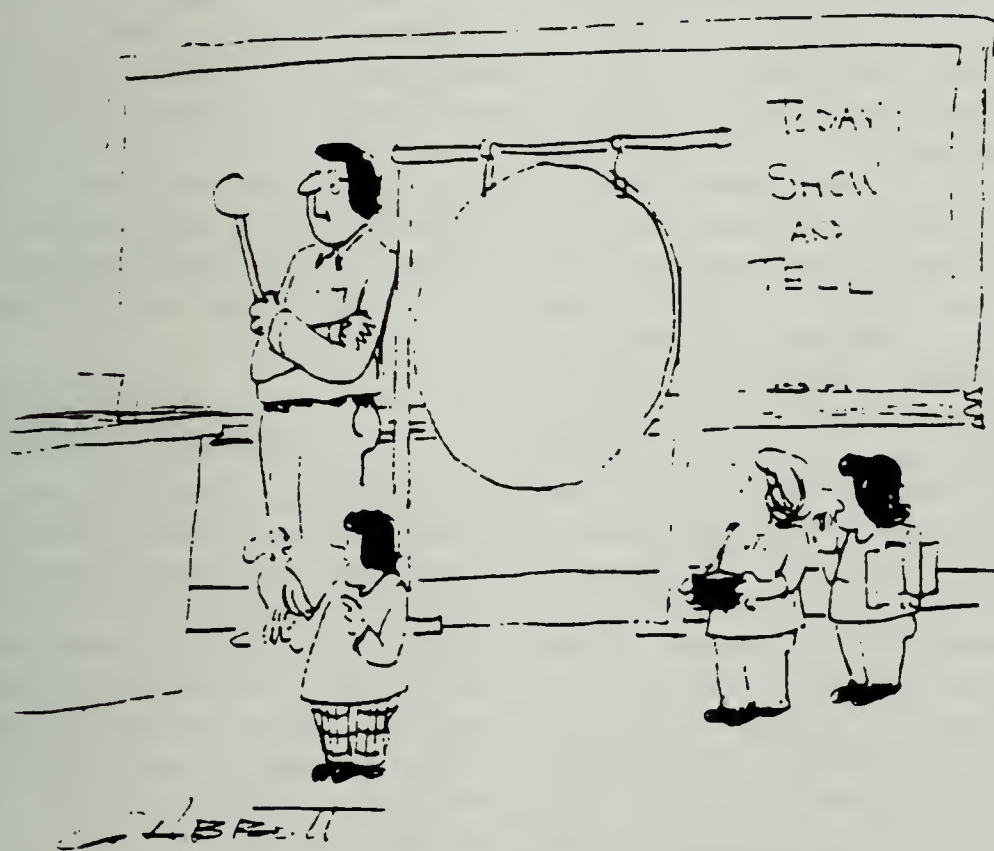
from the premise that school does not have to be a loving place, that the classroom does not have to have an affectionate atmosphere, and that teachers do not have to treasure the individuality of students because the school's silent partner will take care of all of this.

One consequence of the great domestic vacuum that exists in children's lives today is that we can no longer depend on home to do the preprocessing. Speaking generally, the home cannot be counted on to transmit the love; the three C's of care, concern, and connection; and the knowledge, skills, attitudes, and values that enable each individual born into this society to become a member of human culture in the broadest sense of that term. If for no other reason, then, the factory model of schooling is untenable. To be sure, one can irrationally cling to it. Insisting that the school's raw materials are so defective that they cannot possibly be turned into acceptable end products, one can blame and penalize the victims of the latest transformation of the home instead of insisting that the school respond to their plight. The nation's children will be far better served, however, if we change our conception of school. The nation also stands to gain from a new idea of school, for its continued well-being ultimately depends on the well-being of the next generation and of its successors.

The recent transformation of home and family belies the very model of schooling that our political and educational leaders tacitly accept. A conception of school as a moral equivalent of home, on the other hand, is as responsive to conditions at the end of the 20th century as the factory model is insensible to them. Thus I propose that we as a nation set ourselves the goal of turning our schoolhouses into schoolhomes.

Instead of focusing our gaze on abstract norms, standardized tests, generalized rates of success, and uniform outcomes, the idea of the schoolhome directs attention to actual educational practice. Of course, a schoolhome will teach the three R's. But it will give equal emphasis to the three C's of care, concern, and connection — not by designating formal courses in these fundamentals but by being a domestic environment characterized by safety, security, nurturance, and love.

In a schoolhome, classroom climate, school routines and rituals, teachers' modes



"Mr. Bowers likes to encourage the giving of interesting presentations."





of teaching, and children's ways of learning are all guided by a spirit of family-like affection. And so are the relationships between teachers and students and between the students themselves. The inhabitants of a schoolhome will learn science and literature, history and math. But they will also learn to make domesticity their business. Feeling that they belong in the schoolhome and, at the same time, that the schoolhome belongs to them, the children will take pride in their physical environment while happily contributing their own labor to its upkeep. Perhaps even more important, with their teachers' help, the pupils in a schoolhome will countenance no violence, be it corporal punishment or teacher sarcasm, the bullying of one child by others or the terrorization of an entire class, the use of hostile language about whole races or the denigration of one sex.

Now I realize that America's private homes were never idyllic sanctuaries and that at present they, like our streets, are sites of violence. When I propose that our schools be homelike, however, I have in mind *ideal* homes, not dysfunctional ones. Thus, in recommending that school be a moral equivalent of home, I assume a home that is warm and loving and a family that is neither physically nor psychologically abusive and that believes in and strives for the equality of the sexes.

Yet is home an appropriate metaphor for school in a nation whose population is as diverse as ours? It is, provided we recognize that, one century after Dewey's Chicago lecture, the question has become, How can we create a moral equivalent of home in which children of all races, classes, and ethnicities feel at home?

### ***Needed: A New Curricular Paradigm***

Surprisingly, those today who criticize this country's schools and make recommendations for their improvement pay little attention to the changed composition of the nation's population. I call them "restorationists" because, seemingly impervious to the pressing need our nation now has for a new inclusionary curriculum that will serve all our children, they want to restore the old outmoded one. Looking back with longing at the curriculum of their youth, they would reinstate a course of study designed for an ear-

lier age and a different people.

It scarcely needs saying that a more inclusive curriculum is not necessarily a better one. Yet in a society in the process of changing color, can courses in African philosophy be considered frivolous? In a nation with a history of slavery and a continuing record of racial division and in-

one that does not ignore the disciplines of knowledge but assigns them their proper place in the general scheme of things as but one part of a person's education: one that integrates thought and action, reason and emotion, education and life: one that does not divorce persons from their social and natural contexts: one that embraces

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equality, can the reading of slave narratives be irrelevant to the study of American history and literature? In a land in which rape is rampant, the victims of child sexual abuse are most often girls, and women are subjected to sexual harassment at home, at school, and at work, is it sensible to say that courses that represent and analyze women's history, lives, and experiences are parochial and take too subjective a point of view?

If all U.S. children are to feel at home in both school and society, then schools must reserve space in the curriculum for the works, experiences, and societal practices of women as well as men, poor people as well as the middle classes, and ethnic, racial, and other minorities. But even more than this is required.

Protesting a school curriculum very like that which the restorationists would piece back together — one whose subjects of study represent abstract bodies of knowledge divorced from the activities of everyday life — Dewey called on us to educate "the whole child." I, in turn, ask that we educate *all* our children in our *whole* heritage so that they will learn to live in the world together." Because that whole heritage includes ways of living as well as forms of knowing, societal activities and practices as well as literary and artistic achievements, we need more than a curriculum that honors diversity. We need a new curricular paradigm —

individual autonomy as but one of many values."

Unfortunately, even when this nation's heritage is defined multiculturally, it is too easy for school to instruct children *about* it without ever teaching them to be active and constructive participants in living — let alone how to make the world a better place for themselves and their progeny. This is especially so when the school's business is thought to be the development of children's minds, not their bodies; their thinking and reasoning skills, not their emotional capacities or active propensities. Yet a nation that cannot count on home to perform its traditional educative functions dare not settle for so narrow a definition of the school's task.

We need to ask ourselves if turn-of-the-21st-century America is well-served by a population of onlookers. In 1989, in a letter to the *Boston Globe*, a schoolteacher wrote, "I used to wonder if my adolescent boys would remember my lessons once they left my classroom; now I wonder if they will live to remember them." At about that same time a Boston gang member was reminiscing: "When I was 12, I carried a .38 everywhere. I sold drugs in great balls. I was carryin' the gun just to be carryin' it. I wanted to be some-one big. To me, a gun changes a person. It makes 'em brave. Sometimes I would go on the roof and shoot in the air. I felt like, let 'em come up on me. I'd be like





Hercules. I even said, 'Let a cop come. I'll get 'em.'"<sup>12</sup>

Five years later the violence in the U.S. is all-pervasive, yet the school's critics and reformers seem as unaware of it as they are unconscious of the transformation of the home and of our changed population — or, if they are aware of the violence, they are quite confident that it is not education's concern. Mindless imitation is, however, the easiest path for someone to follow who has not been trained to bring intelligence to bear on living. In the best of cases, education for spectatorship teaches students to lead divided lives — to apply their intelligence when observing the world but to be unthinking doers. In the worst of cases, it consigns them to the nasty, brutish, and short life that the philosopher Thomas Hobbes long ago attributed to the state of nature.

### *Choosing Integrative Activities of Living*

It is sheer folly to expect our young to live and work together at home and in the world if they have never, ever learned to do so. Yet the restorationists would devote little or no curriculum space to the enormous range of ways of acting and forms of living that the young of any nation need to learn. In contrast, in the schoolhome, mind and body, thought and action, reason and emotion are all educated. Furthermore, if the occupations that children pursue there are well-chosen, they will integrate these elements in such a way that they in turn can be integrated into the lives those young people lead both in school and in the world.

When school is a surrogate home, children of all ages and both sexes not only engage in the domestic activities that ground their everyday lives there — e.g., planning, cooking, and serving meals and cleaning, maintaining, and repairing the physical plant — but they also participate in one or more of the integrative endeavors that stand at the very center of the curriculum.

Let me briefly list the integrative potential of two such activities — theater and newspaper. To begin with, theater and newspaper spin webs of theoretical knowledge in which students can be "caught." One thinks immediately of language, literature, and social studies, but serious ethical and legal questions also arise in

the course of producing plays and publications. Moreover, for those who engage in these activities, mathematical, scientific, and technical knowledge loom large. Furthermore, besides spinning webs of knowledge, theater and newspaper spin webs of skills, such as reading, writing, speaking, listening, drawing, designing, and building. In so doing, they connect mind and body, thought and action. By reaching out to every human emotion, they also join both head and hand to heart.

The webs of knowledge and skill that theater and newspaper weave and the integration of thought and action and of reason and emotion that they effect might in themselves justify placing these activities at the center of curriculum. Their integrative claims are enhanced, however, by the fact that social interdependence is built into them from the start. Through the demands of the shared task as well as the realization that everyone's efforts not only count but are vitally important, participants become bonded to one another. These two activities have the added integrative advantage that their products — the plays performed, the newspapers published — can be designed to speak to everyone's experience and to be seen or read by everyone. Tying together the shared emotions that derive from common experiences, the activities can weave young people of different races, classes, ethnicities, physical abilities, and sexual orientations into their own webs of connection.

### *The Objectives of the Schoolhome*

Since there are numerous activities that can be integrative in these several different ways, the decision as to which ones to make the linchpins of any particular schoolhome curriculum must, I think, be based on local considerations, not the least of which are the interests and talents of both the teaching staff and the students. This, of course, means that, as local conditions change, so perhaps will the choice of integrative activities.

I also want to stress that, although theater and newspaper — or, for that matter, farming and building a historical museum — easily lend themselves to vocationalism and professionalism, these are not the interests that the schoolhome represents. Its concern is that the children in its care

receive an education for living and working together in the world. Thus the schoolhome is not a training ground for actors, architects, or journalists. Its students put on plays, raise crops, or put out a newspaper not to win competitions or add to their résumés. The best student actor by Broadway or Hollywood standards does not necessarily play the lead; the best feature writer or cartoonist does not necessarily get published. Rather, the schoolhome is a moral equivalent of home where this nation's children can develop into constructive, contributing members of culture and society — individuals who want to live in a world composed of people very different from themselves and who have practiced doing so. As I envision it, the schoolhome is also a place that possesses and projects a larger point of view: that of this nation itself — and ultimately the whole world of nations and the planet Earth — as a moral equivalent of home.

1. John Dewey, *The School and Society* (Chicago: University of Chicago Press, 1956), p. 12.

2. The material in this paragraph is drawn from Jane Roland Martin, "Fatal Inaction: Overcoming School's Reluctance to Become a Moral Equivalent of Home," paper presented at the American Monism Society Seminar, Detroit, April 1994.

3. Kevin O'Leary, "Police: 3 Boys Dealing Cocaine," *Boston Globe*, 10 February 1994.

4. Mike Barnicle, "Dropping Our Eyes at True Evil," *Boston Globe*, 25 February 1994.

5. Sherry B. Ortner, "Is Female to Male as Nature Is to Culture?," in Michelle Zimbalist Rosaldo and Louise Lamphere, eds., *Women, Culture, and Society* (Stanford, Calif.: Stanford University Press, 1974), pp. 67-87.

6. Harlan Lane, *The Wild Boy of Aveyron* (Cambridge, Mass.: Harvard University Press, 1979).

7. Jane Roland Martin, "Two Dogmas of Curriculum," *Synthese*, vol. 51, 1982, pp. 5-20.

8. William James, "A Moral Equivalent of War," in Richard A. Wasserstrom, ed., *War and Morality* (Belmont, Calif.: Wadsworth, 1970), pp. 4-14.

9. See, for example, Bernard Bailyn, *Education in the Forming of American Society* (New York: Vintage, 1960); and Lawrence Cremin, *The Genius of American Education* (New York: Vintage, 1965).

10. There is an implicit value judgment in the notion of heritage as I use it. In the broad sense of the term, murder, rape, and so on are part of our heritage. I speak here, however, only of that portion of it that is worthwhile.

11. Jane Roland Martin, "Needed: A New Paradigm for Liberal Education," in Jonas P. Soltis, ed., *Philosophy and Education: 80th NSSE Yearbook, Part I* (Chicago: National Society for the Study of Education, University of Chicago Press, 1981).

12. Linda Ann Banks, letter to the editor, *Boston Globe*, 14 June 1989; and Sally Jacobs and Kevin Cullen, "Gang Rivalry on the Rise in Boston," *Boston Globe*, 16 March 1989.





### Telling a Coherent Story of Health and Disease

Ronald David

**T**eachers and health care professionals embrace a common mission: To heal or make whole. Teachers seek to nurture wholeness through psychological and intellectual development. Health professionals — including school health personnel — strive to safeguard or restore the well-being of the body. Inevitably health in one domain, psychic or soma, affects the other.

Just as they share a common mission, they share a common burden: the body politic expects teachers and health professionals to find a cure for all that ails society. For example, Dr. Joycelyn Elders, U.S. Surgeon General, recently was quoted to say, "A major cause of children dying is really related to many of the social problems impacting their health, so I really feel we need to have a comprehensive health education program in our schools from kindergarten through 12th grade. This is the equalizer..." She also stated that "health education must include the entire spectrum of social issues including drugs, alcohol, sex and violence."<sup>1</sup>

The Surgeon General, like so many of our nation's leaders, moves uncritically and insidiously from recognizing a social problem to prescribing a health (and) education solution. How should teachers and health professionals respond to the increasing variety of social crises while attending to their primary responsibilities? Teachers and health professionals can articulate a more meaningful and manageable role for themselves. Specifically, health can be redefined, social ills recognized for what they really are, and educators and health personnel realign existing resources and talent to help effect a cure.

#### HEALTH AND DISEASE

Health is a dynamic capacity to adapt and evolve toward ever more complex, integrated, and creative wholes. That which adapts and creatively integrates — becoming interdependent with greater complexity — survives. That which fails to adapt and integrate, dies. Cosmology and physics confirm that this adaptive process has operated in the physical universe from the time of the putative "Big Bang." Evidence from the biological sciences suggests this process holds true for living organisms. Data from anthropology, history, and sociology reveal that the process is no less true for human societies.

For the human organism, the capacity to adapt and heal

is most evident in those individuals who have a "sense of coherence," briefly defined as "a global orientation that expresses the extent to which one has a pervasive, enduring though dynamic feeling of confidence." It is a confidence that derives from life experiences that are comprehensible, manageable, and meaningful.<sup>2</sup>

To effectively address the social ills cited by the Surgeon General, a more honest account of their causes is needed. One physician offers a clue to the etiology of those ills by arguing that "the two most fundamental elements of health [are] the relationship of people to the earth on which they stand and to the community in which they move."<sup>3</sup> The most superficial examination reveals that Americans have a dominating and exploitative relationship with nature. With few exceptions, we have no reverence for Earth, no real appreciation for the extent to which we are utterly interdependent. It is equally evident that our community is fragmented. Americans honor rugged individualism, and accept competition and capitalism as natural ways of being without critical analysis.

The foregoing experiences of isolation and alienation — the lack of a sense of coherence and social cohesion — make people susceptible and succumb to poor health, individually and collectively. Consider the example of teen-age parenting and pregnancy. An African American woman, bell hooks, observed: "There are few studies that look at the connection between early sexual experience, that may or may not lead to teen-age pregnancy, and the desire to find a space where one can express the need to be touched. When Black females have been deprived of emotional nurturance that includes touch at early ages, we may not know how to distinguish those longings from sexual desire."<sup>4</sup> Michael Carrera, a teen counselor in New York City remarked, "Below-the-waist sex education programs do not work because we've separated sex from the rest of life. Sex is more than an act. It's roles, relationships, body image, love, affection."

Violence, too, is a function of isolation and alienation. One psychologist asserts, "...we are not inherently aggressive. Rather our fears of aloneness and loss make us rageful, and we learn to use our anger to try to compel others to meet our needs."<sup>5</sup>

If we accept the operational definition of health as a capacity to adapt and creatively evolve — and the assertion that a sense of coherence is important to realization of that potential — then it can be considered that schools already have available the resources to promote health. They are the women and men who teach the paucity of arts, and physical and social sciences.

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## A COHERENT STORY

Educators must tell their stories in a coherent way. That they are not doing so was cause for one teacher's concern. John Gatto, a New York State teacher of the year, wrote, "Even in the best schools a close examination of curriculum and its sequences turns up a lack of coherence, full of internal contradictions." Gatto continued, somewhat facetiously, "Fortunately the children have no words to define the panic and anger they feel at *constant violations of natural order and sequence* fobbed off on them as quality education."<sup>6</sup> (Italics in original text.)

Children may not be able to articulate their distress. They are, nonetheless, expressing it in their underachieving, dropping out, and risk-taking behavior. This observation does not imply that schools are solely or primarily responsible for the children's despair. If educators are to promote health, they must help children experience life as comprehensible, manageable, and meaningful. They must model the living and telling of coherent stories.

The important purpose and structure of storytelling was explained by a clinical psychologist<sup>7</sup> who made the following observations:

*"Human life is, ideally, a connected and coherent story, with all the details in explanatory place, and with everything (or as close to everything as is practically possible) accounted for in its proper causal or other sequence...illness amounts at least in part to suffering from an incoherent story or an inadequate narrative account of oneself." "We are all tellers of tales. We each seek to provide our scattered and often confusing experiences with a sense of coherence by arranging the episodes of our lives into stories....In order to live well, with unity and purpose, we compose a heroic narrative of the self that illustrates essential truths about ourselves." "Society has a stake in the stories we make. Not only does the social world contribute material for the construction of our personal myths, but the social world is also the beneficiary and the victim of the myths we live."*

These ideas can be related directly to Antonovsky's concept of a "sense of coherence."<sup>2</sup> Specifically, undergirding health are life experiences that are comprehensible, manageable, and meaningful. For children, life events are comprehensible when they are consistent or reasonably predictable and make cognitive sense. They are manageable when balanced in regard to degree of stress imposed (periods of rest alternating with periods of challenge). And they are meaningful when there is "participation in decision making in socially valued activity," and when one's story can be told and is valued.

*The Universe Story*,<sup>8</sup> a book co-written by a physicist and theologian, might provide a template for a curriculum that promotes health. The authors argue that in this modern age, people are without a coherent story of the universe and their place in it. The humanities are taught apart from the physical sciences as though they are unrelated. Drawing on data from anthropology, biology, cosmology, history, psychology, theology, and many other academic disciplines, they remind us that the story of the evolution of the universe, human biology and civilizations, is a coherent story of adaptation and creativity!

Teachers across disciplines can collaborate with school health personnel to develop lesson plans that tell a coherent story. For example, a history teacher could have students learn about Europe in the time of the bubonic plague. At the same time, a biology teacher could explore the role of micro-organism in human disease — beginning with the bacteria that causes the bubonic plague. The English teacher could have students read Charles Dickens' *Little Dorrit*, or Albert Camus' *The Plague*, to discover the metaphorical use of the idea of plagues to depict their concerns about the effects of industrialization and alienation, respectively, on mankind. The math teacher could model an epidemiologic study on the spread of plague. The health teacher could relate facts learned from bubonic and other plagues to our contemporary plague — HIV/AIDS. A class on human behavior could discuss our psychological, social, and political response to epidemic threats to life. What can we learn from the past treatment of people with leprosy, tuberculosis, cancer, or sexually transmitted diseases?

Many possibilities exist for creative dialogue. For example, Swimme and Berry<sup>8</sup> begin their story with the "Big Bang," although no unanimity of opinion exists on the occurrence of this cataclysmic event. At least one physicist provides an alternative hypothesis and reminds readers that historically "people's views of the universe are bound up with their views of themselves and of their society...."<sup>9</sup> Similarly, people's perspectives about disease and death reflect on and reinforce a certain social order and world view. Other questions could be asked as well: What can be learned from other cultures about capacities to adapt to different physical environments, different economies and different political organizations? What kind of societies enjoyed the greatest health and productivity? How has religion, mysticism, and magic sustained or harmed humankind? How does diversity enrich the stories we might create and enhance our adaptive capacity?

## CONCLUSION

These broadly framed suggestions and examples remind us that epidemics and other health crises are familiar experiences in human communities. Therefore, teachers and students enjoy an extraordinary model of health and healing to learn from — the ever-adapting, ever-evolving human drama in a creative universe.

It is incoherent, ineffective, and enervating to continue to impose on educators the burden of responding to each apparently new social ill, disguised as a health crisis, as one to be prevented by a patchwork of disparate health education programs. A coherent story can be told in school. That story can prove to be as exciting for teachers to tell as for children to hear. Together, teachers and students can create new stories that promote health, that are beneficial to the world, that seek a change in social order and do not compel them to live the same crises over and over. ■

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3. Luecke R, ed. *A New Dawn in Guatemala: Toward a Worldwide*





*Health Vision*. Prospect Heights, Ill: Waveland Press; 1993.

4. hooks b. *Sisters Of The Yarn: Black Women and Self-Recovery*. Boston, Mass: South End Press; 1993;118.

5. Josselson R. *The Space Between Us: Exploring the Dimensions of Human Relationships*. San Francisco, Calif: Jossey-Bass; 1992;247.

6. Gatto JT. *Dumbing Us Down: The Hidden Curriculum of Compulsory Schooling*. Philadelphia, Pa. New Society Publishers; 1992;2.

7. McAdams DP. *The Stories We Live By: Personal Myth and the Making of the Self*. New York, NY: William Morrow and Company; 1993;23,11,268-269.

8. Swimme B, Berry T. *The Universe Story*. San Francisco, Calif. Harper Collins; 1992.

9. Lerner EJ. *The Big Bang Never Happened*. New York, NY: Vintage; 1991.

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Curriculum Vitae

Jane Roland Martin  
 Department of Philosophy  
 University of Massachusetts  
 Harbor Campus  
 Boston, Massachusetts 02125

Home address  
 389 Central Street  
 Auburndale, MA  
 02166  
 Phone & FAX:  
 (617) 969-4355

Date of Birth: July 20, 1929

Education

Ph.D. Radcliffe, 1961  
 M.Ed. Harvard, 1956  
 A.B. Radcliffe, 1951

Employment

University of Massachusetts, Boston, Professor of Philosophy  
 Emerita, 1992-  
 University of Massachusetts, Boston, Professor, Philosophy,  
 1980-1992  
 University of Massachusetts, Boston, Assoc. Professor,  
 Philosophy, 1972-80  
 Boston University, Visiting Associate Professor, Philosophy,  
 1970-71  
 University of Alberta, Visiting Associate Professor,  
 Philosophy and Education, 1969-70  
 Harvard Graduate School of Education, Lecturer, 1965-70  
 University of Colorado, Visiting Assistant Professor,  
 Philosophy, 1964-65; Lecturer, Philosophy 1963-64  
 Denver University, Lecturer, Education, 1963-63  
 Brandeis University, Assistant Professor and Director of  
 Education Program, 1961-62

Honors

Honorary Degree, Salem State College, 1993  
 Award for Outstanding Contributions to Curriculum, Division  
 B, American Educational Research Association, 1993  
 Harvard Graduate School of Education Alumni Council Award for  
 Outstanding Contribution to Education, 1992  
 Society for Women in Philosophy 1991 Honoree: Distinguished  
 Woman Philosopher  
 Guggenheim Fellowship, 1987-88  
 Visiting Scholar, Radcliffe College, 1987-88



Chancellor's Distinguished Scholarship Award, University of Massachusetts, Boston, 1987  
National Science Foundation Fellowship in the History and Philosophy of Science, 1984-85  
Distinguished Visiting Womens Studies Scholar, University of New Hampshire, 1983-84  
President, Philosophy of Education Society, 1980-81  
Educational Research Fellow, Bunting Institute, Radcliffe College, 1980-81  
Scholar, Radcliffe Institute, 1971-72

Member, Editorial Board, NWSA Journal, 1992-  
Member, Advisory Committee, History and Philosophy of Science and Science Teaching, 1990-  
Member, National Advisory Board, Project on the Study of Gender and Education, 1988-  
Member, Advisory Board, American Journal of Education, 1988-1990  
Associate Editor, Educational Theory, 1981-1991

DeGarmo Lecturer, American Educational Research Association, April 1995  
Invited Speaker, Symposium on Identity and Difference as an Educational Issue, University of Groningen, June 1995.  
Invited Speaker, London Institute of Education/UNESCO Colloquium, Is There a Pedagogy for Girls?, January 1995  
Graduate School Commencement Speaker, Salem State College, May 1993  
Invited Speaker, Philosophy of Education Society of Great Britain Annual Meeting, April 1993  
Keynote Speaker, International Network of Philosophers of Education, Varna, Bulgaria, August 1992  
Keynote Speaker, First International Conference on Girls and Girlhood, Amsterdam, June 1992  
Member of Opening Symposium, International Conference on Growing into the Future, Stockholm, 1991  
Member of Opening Symposium of National Women's Studies Association, Akron, June 1990  
Inaugural Address, Project on the Study of Gender and Education, Kent State University, November 1988  
Keynote Speaker, International Conference on Private Woman, Public Work, Haifa, June 1988  
Keynote Speaker, American Educational Studies Association, Pittsburgh, November 1986  
Invited Speaker, Research on Women in Education Division, American Educational Research Association, April 1985  
Inaugural Address, Project on Gender and Curriculum Project, College of St.Benedict and University of St.Johns, January 1985  
Invited Speaker, Curriculum Division, American Educational Research Association, April 1984





Boyd H. Bode Memorial Lecturer, The Ohio State University,  
1974

## Publications

### Books

Changing the Educational Landscape: Philosophy, Women and Curriculum (New York: Routledge, 1994)

The Schoolhome: Rethinking School for Changing Families  
(Cambridge: Harvard University Press, 1992)

Reclaiming a Conversation: The Ideal of the Educated Woman  
(New Haven: Yale University Press, 1985); Japanese  
language edition, 1987.

Explaining, Understanding, and Teaching (New York: McGraw  
Hill, 1970).

Readings in the Philosophy of Education: A Study of Curriculum (Boston: Allyn & Bacon, 1970).

### Articles

"Methodological Essentialism, False Difference, and Other  
Dangerous Traps," Signs, 19 (1994), pp.630-657.

"Curriculum and the Mirror of Knowledge," in Robin Barrow and  
Patricia White (eds.) Beyond Liberal Education.  
(London: Routledge, 1993), pp.107-128.

"The New Problem of Curriculum," Synthese, 94 (1993), pp.85-  
104.

"Critical Thinking for a Humane World," in Stephen P. Norris  
(ed.) The Generalizability of Critical Thinking (New  
York: Teachers College Press, 1992), pp. 163-180.

"The Contradiction and Challenge of the Educated Woman,"  
Women's Studies Quarterly, XIX (Spring/Summer 1991),  
pp.6-27. Reprinted in Sue Rosenberg Zalk and Janice  
Gordon-Kelter (eds.) Revolutions in Knowledge (Boulder:  
Westview Press, 1992). Swedish language translation in  
Kvinno-vetenskaplig tidskrift, Nummer 4, 1994.

"What Should Science Educators Do About the Gender Bias in  
Science?," in Michael R. Matthews (ed.) History,  
Philosophy, and Science Teaching (Toronto: OISE Press,  
1991), pp. 151-165.

"Romanticism Domesticated: Maria Montessori and the Casa dei  
Bambini," in John Willinsky (ed.) The Educational Legacy  
of Romanticism (Waterloo: Wilfred Laurier University  
Press, 1990), pp.159-174.





- "Filling the Gap: The Goals of American Education Revised," International Review of Education, 35 (1990), pp.145-157.
- "Ideological Critique and the Philosophy of Science," Philosophy of Science, 56 (1989), pp.1-22.
- "Science in a Different Style," American Philosophical Quarterly, 25 (1988), pp. 129-140.
- "Martial Virtues or Capital Vices? William James' Moral Equivalent of War Reconsidered," Journal of Thought, 22 (1987), pp.32-44.
- "The Contradiction of the Educated Woman," Forum for Honors, XVII (1987), pp. 3-20. Reprinted in Joyce Antler and Sari Knopp Biklen (eds.) Changing Education (Albany: SUNY Press, 1990)
- "Transforming Moral Education," Journal of Moral Education, 16 (1987), pp.204-213. Reprinted in Mary M. Brabeck (ed.) Who Cares? (New York: Praeger, 1989).
- "Reforming Teacher Education, Rethinking Liberal Education," Teachers College Record, 88 (1987), pp.406-410.
- "Redefining the Educated Person, Rethinking the Significance of Gender," Educational Researcher, June/July 1986, pp.6-10.
- "Becoming Educated: A Journey of Alienation or Integration?" Journal of Education, Fall 1985; Reprinted in William Hare and John P. Portelli (eds.) Philosophy of Education (Calgary: Detselig Enterprises, (1988); condensation in Educational Digest, May 1986.
- "Bringing Women into Educational Thought," Educational Theory, Fall 1984, pp. 341-353.
- "Philosophy, Gender, and Education," World Yearbook of Education 1984: Women and Education (London: Kogan Page, 1984), pp.31-39.
- "Sex Equality and Education: A Case Study," in Mary Vetterling Bragg (ed.) "Femininity," Masculinity," and "Androgyny" (Totowa, N.J.: Littlefield, Adams, 1982), pp.279-300.
- "Excluding Women from the Educational Realm," Harvard Educational Review, 52 (1982), pp.,133-148. Condensation in The Education Digest, December 1982. Reprinted in Sharon Lee Rich and Ariel Phillips (eds.) Women's Experience and Education, Harvard Educational Review Reprint Series No. 17.
- "Two Dogmas of Curriculum," Synthese, 51 (1982), pp.5-20.
- "The Ideal of the Educated Person," Educational Theory, 32 (1981), pp.97-109. Reprinted in Joseph L. DeVitis (ed.) Women, Culture and Morality (New York: Peter Lang, 1987).
- "Sophie and Emile: A Case Study of Sex Bias in the History of Educational Thought," Harvard Educational Review, 81 (1981), pp.357-372. Spanish language translation in Educacion y Sociedad, 1983.



- "Needed: A Paradigm for Liberal Education," In Jonas Soltis (ed.) Philosophy and Education 1981 (Chicago: National Society for the Study of Education), Ch.III
- "Thinking and Literacy," Thinking, 1, No. 3-4.
- "Response to Roemer," Proceedings of the Philosophy of Education Society, 1980.
- "Moral Autonomy and Political Education: in Matthew Lipman and Ann Margaret Sharp (eds.) Growing Up with Philosophy (Philadelphia: Temple University Press, 1978), pp.174-194.
- "The Anatomy of Subjects," Educational Theory (1977), pp.85-95
- "What Should We Do with a Hidden Curriculum When We Find One?," Curriculum Inquiry (1976), pp.135-151. Reprinted in Henry Giroux and David Purpel (eds.) The Hidden Curriculum and Moral Education (Berkeley: McCutchan Publishing, 1983), pp.122-140.
- "Choice, Chance, and Curriculum," Boyd H. Bode Memorial Lecture, The Ohio State University Press, 1975
- "Reply to Dray," Studies in Philosophy and Education(1975), pp.77-83.
- "The Price of Performance," Educational Theory (1974), pp.331-335.
- "Is 'What Ought to be Taught in Schools?' the Primary Curriculum Question," Curriculum Theory Network (1974), pp.53-55.
- "Basic Actions and Education," Educational Theory (1974), pp.17-32.
- "Toward an Open Curriculum," Futurist Working Papers: The Teacher in 1984, New England Program for Teacher Education, 1972.
- "Basic Actions and Simple Actions," American Philosophical Quarterly (1971), pp.59-68.
- "The Disciplines and the Curriculum," Educational Philosophy and Theory (1969), pp.23-40.
- "Another Look at the Doctrine of Verstehen," British Journal for the Philosophy of Science (1969), pp.53-67
- "Can There Be Universally Applicable Criteria of Good Teaching?" Harvard Educational Review, 63 (1963), pp.484-91. Reprinted in Problems and Issues in Contemporary Education (Scott, Foresman, 1969); Philosophical Essays on Teaching, B. Bandman & R. Guttchen (eds.) (Lippencott, 1969); Contemporary Thought on Teaching, R.J. Hyman (ed.) (Prentice-Hall, 1971).
- "Some Inadequacies in Hardie's Theory of Knowledge," Studies in Philosophy and Education (1963), pp.332-40.
- "The Historian as Teacher," Proceedings of the Philosophy of Education Society, 1962. Reprinted in Philosophical Essays on Teaching, Bandman and Guttchen (eds.)







- "On the Reduction of 'Knowing That' to 'Knowing How'," in B.O.Smith & R.H.Ennis (eds.) Language and Concepts in Education (Chicago: Rand McNally, 1961). Reprinted in Steven M. Cahn (ed.) The Philosophical Foundations of Education (New York: Harper & Row, 1970), pp.399-410.
- "On 'Knowing How' and 'Knowing That'," The Philosophical Review (1958), pp.379-387.



# CURRICULUM VITAE

## Biographical

NAME:	Ronald David	BIRTH DATE:	Sept. 29, 1948
HOME ADDRESS:	110 Kennedy Drive Attleboro, MA 02703	BIRTH PLACE:	Bronx, New York
HOME PHONE:	508-226-1514	CITIZENSHIP:	U.S.A.
BUSINESS ADDRESS:	John F. Kennedy School of Government 79 John F. Kennedy Street Cambridge, MA 02138	SSN:	107-40-1850
BUSINESS PHONE:	617-495-0503		
TITLE:	Lecturer in Public Policy		

## Education

<u>Dates Attended</u>	<u>Name &amp; Location of Institution</u>	<u>Degree Received and Year</u>
6/66 - 5/71	State University of New York at Buffalo; Buffalo, New York	(candidate) B.A., Psychology 1971
7/71 - 5/75	State University of New York at Buffalo; School of Medicine	M.D. 1975

## Postgraduate Training

<u>Dates</u>	<u>Name &amp; Location of Institution</u>	<u>Program Director and Discipline</u>
	University of Pittsburgh School of Medicine & Children's Hospital; Pittsburgh, PA	Thomas K. Oliver, M.D.
7/75 - 6/76		Pediatric Internship
7/76 - 6/78		Pediatric Residency
7/78 - 6/79		Chief Resident, Pediatrics
	University of Pittsburgh School of Medicine & Magee Women's Hospital; Pittsburgh, PA	Paul M. Taylor, M.D.
7/79 - 6/81		Fellow: Neonatal-Perinatal Medicine



Harvard University  
John F. Kennedy School  
of Government; Cambridge, MA

Marc J. Roberts, Ph.D.

6/10/90-6/28/90

Program for Senior  
Executives in State  
& Local Government

Appointments and Positions

<u>Dates</u>	<u>Name &amp; Location of Institution</u>	<u>Title</u>
7/78 - 6/79	University of Pittsburgh School of Medicine	Clinical Instructor in Pediatrics
7/81 - 6/87	University of Pittsburgh School of Medicine	Assistant Professor of Pediatric and Obstetrics & Gynecology
7/83 - 6/87	Transitional Infant Care Children's Home of Pittsburgh	Administrative Medical Director
9/84 - 6/87	Children's Home of Pittsburgh	President of Medical Staff
7/87 - 7/91	Department of Health Commonwealth of Pennsylvania	Deputy Secretary for Public Health Programs
9/87 - 7/91	Commonwealth of Pennsylvania	Member, Interagency Coordinating Council for Public Law 99-457
9/89 - 9/90	Commonwealth of Pennsylvania	Member, Governor's Advisory Council for Young Children
1/91 - 7/91	Commonwealth of Pennsylvania	Co-Chairman, Governor's Commis sion for Children and Families
3/91 - 7/91	Commonwealth of Pennsylvania	Acting Secretary of Health
7/91 -Present	John F. Kennedy School of Government; Harvard University; Boston, MA	Lecturer in Public Policy





### Licensure & Certification

1976      Diplomate, National Board of Medical Examiners  
1978      State Board of Medical Education & Licensure (PA # 18747E)  
1980      Board Certified in Pediatrics (American Board of Pediatrics  
1981      Board Certified in Neonatal-Perinatal Medicine (American Board  
            of Pediatrics

### Membership in Professional & Scientific Societies

1981-Present      Fellow - American Academy of Pediatrics  
9/84 - 6/87      Pittsburgh Pediatric Society  
2/88 - 2/90      National Association of Black Public Administrators  
9/90 - 7/91      Center for Humanistic Medicine; University of Pennsylvania,  
                    Milton S. Hershey Medical Center

### Honors

1974      Alpha Omega Alpha Honor Medical Society  
1981      Children's Hospital of Pittsburgh Award for Excellence  
            in Teaching  
1985      USA TODAY - Most Valuable Person Award  
1991      Pittsburgh Mayor's Commission on Families Appreciation Award  
            for Service to Infants, Children and Families of  
            Pennsylvania  
1992      Manuel Carballo Award for Excellence in Teaching, Harvard  
            University, John F. Kennedy School of Government

### Publications

#### Refereed Articles

1. David, R., Ellis, D., Gartner, J.C.: Water Intoxication in normal infants: role of antidiuretic hormone in pathogenesis. Pediatrics 68:349-353, 1981.
2. Fisher, S.E., Atkinson, M.S., Van Thiel, D.H., Rosenblum, E., David, R., Holzman, I.R.: Selective fetal malnutrition: the effect of ethanol and acetaldehyde upon in vitro uptake of alpha amino isobutyric acid by human placenta. Life Sciences 29:1283-1288, 1981.
3. Bergman, I., Painter, M.J., Hirsch, R.P., Crumrine, P.K., David, R.: Outcome of neonates with convulsions treated in an intensive care unit. Ann. Neurol. 14:642-647, 1983.
4. Bergman, I., Bauer, R.E., Barmada, R.A., Latchaw, R.E., Taylor, H.G., David, R., Painter, M.J.: Intracerebral Hemorrhage in the full-term neonatal infant. Pediatrics 75:488-496, 1985.
5. David, R.: Closed Chest Cardiac Massage in the Newborn Infant. Pediatrics 81:552-554, 1988.



6. David, R.: The Health Crisis in African American Communities: Rethinking the Diagnosis and Prescription. Journal of African American Public Policy, 1:1-14, 1992.

#### Book Chapters, Abstracts & Editorials

1. Fisher, S.E., Atkinson, M.S., Holzman, I.R., David, R., Van Thiel, D.H.: Effect of ethanol upon placental uptake of amino acids. in Messiha, F.S., Tyner, G.S. (eds.) Progress in Biochemical Pharmacology. Karger Verlag, 1981.
2. David, R.: Neonatal Resuscitation: Historical perspective and current practice. in Guthrie, R.D. (ed.): Clinics in Critical Care Medicine. New York, Churchill Livingstone, 1988, pp. 1-20.
3. Painter, M.J., Brown, D.R., David, R.: Clinical kernicterus in surviving low birthweight (LBW) neonates with relatively low peak bilirubins. Pediatr. Res. 16:338A, 1982.
4. Painter, M.J., Alvin, J.D., David, R.: Use of radioactive isotope to study phenobarbital metabolism in the neonate. Ann. Neurol. 14:380, 1983.
5. David, R.: The fate of the soul and the fate of the social order: The waning spirit of American youth. Journal of School Health 60:205-207, 1990.
6. David, R.: The Demand Side of the Health Care Crisis. Harvard Magazine, March-April 1993, pages 30-32.
7. David, R.: When Children Die. Georgia Academy Journal, 1994;1(4):2-5.





## Community Activities

7/77-7/78	Consultant Pediatrician, Lawn Street Medical Center, Pittsburgh, PA.
1/80-1/84	Advisor, Sickle Cell Society of Western Pennsylvania, Pittsburgh, PA.
2/82-6/85	Chairman, Fetus and Newborn Committee, Pennsylvania Chapter of the American Academy of Pediatrics
10/85-6/86	Advisor, Health Promotions Training Project, Health Systems Agency, Pittsburgh, PA.
1/80-9/86	Board of Directors, The Whale's Tale, Pittsburgh, PA.
7/85-12/86	Pittsburgh Mayor's Commission on Black Infant Mortality
7/87-7/91	Advisor, Parents Helping Parents, Pittsburgh, PA.
7/91-Present	Advisory Board Member, Pittsburgh Mayor's Commission for Families.
2/93-Present	Technical Advisory Board, National Black Child Development Institute, Washington, D.C.
1/93-Present	Advisory Board, Institute of Science, Technology and Public Policy.
7/94-Present	Oakland Healthy Start Advisory Committee, Institute for Health Policy Studies, San Francisco, CA.



Alex Jonathan Packer

10 Chester Street  
Cambridge, MA 02140  
Fax/Tel. 617 491 9253

#### EDUCATION

**BOSTON COLLEGE** Chestnut Hill, MA  
Ph.D. Graduate School of Education January 1993  
Educational and Developmental Psychology

**HARVARD UNIVERSITY** Cambridge, MA  
Ed.M. Graduate School of Education June 1973  
Concentration in Children's Television

**HARVARD COLLEGE** Cambridge, MA  
A.B. Magna Cum Laude June 1972  
Social Relations and Visual and Environmental Studies

**PHILLIPS EXETER ACADEMY** June 1968 Exeter, NH  
Graduated with High Honors Member Cum Laude Society

#### PUBLICATIONS

Parenting One Day at a Time Bantam Doubleday Dell 1996.  
How to use the tools of Twelve Step recovery programs to become better parents and raise better kids.

365 Ways to Love Your Child Dell 1995  
Tips, reminders, and rules to live by which enhance parent-child communication and family harmony.

Bringing Up Parents: The Teenager's Handbook Free Spirit 1993.  
Shows teenagers how to solve family conflicts and improve parent-child relationships. American Library Association 1994 Editor's Choice Award; 1994 Self-Help Book of the Year, Midwest Independent Publishers Assoc.

The Nurturing Parent Fireside/Simon & Schuster 1992.  
With John Dacey, Ph.D. A new approach to child-rearing which nurtures the personality traits and thinking styles essential to creativity.

Paint Prentice Hall 1982. Book-length guide to prize-winning Atari computer graphics program for which author was educational consultant.

"Raising Boys to Respect Girls" *Child Magazine* January, 1994.  
How to bring up respectful sons in a violent, misogynistic world.

"A View From the Back Seat" *U.S. New and World Report* May 25, 1987.  
Humorous article on family travel from the kids' point of view.

"Feelings and Photographs: An Affective Curriculum" *Harvard Graduate School of Education Association Bulletin* Spring 1973. Describes the use of photographic sequences created by the author to help children deal with the issues and emotions of growing up.

#### RECENT SPEECHES

"Children at the Crossroads," World Affairs Council; Phila., June 1994.

"Bringing Up Parents," Association of Supervision and Curriculum Development Annual Conference; Chicago, IL, March, 1994.

"The Nurturing Parent," Sponsored by the McKenzie Foundation, Alfred I. Dupont Institute, *Child Magazine*; Boston, New York, Wilmington, DE, Hershey, PA, Wellesley, MA, 1993-94.





**PROFESSIONAL  
EXPERIENCE**

**CHAIRMAN OF THE ADVISORY BOARD**

C.O.A.S.A. (Children of Alcoholism and Substance Abuse)

1991-  
Boston, MA

Provide educational and psychological consulting to this non-profit organization which offers innovative services to children from substance abusing homes.

**CONSULTING EDUCATOR AND DEVELOPMENTAL PSYCHOLOGIST**

1985-

Presently writing, lecturing, and consulting in areas of adolescent development, substance abuse, parent education, and alternative learning environments. Current projects include a new book on contextual family therapy, a feature film screenplay, and a family-oriented television series under development with Popular Arts Entertainment in Los Angeles.

**DIRECTOR OF EDUCATION**

Capital Children's Museum

1981-1983  
Washington, DC

Implemented educational goals and supervised exhibit design for one of the nation's largest participatory learning centers. Managed museum operations, grants, curriculum development, computer classrooms, staff training and evaluation, volunteer and intern programs.

**HEADMASTER**

Parkmont School

1973-1981  
Washington, DC

Directed an innovative, independent school for children ages 11-16. Designed alternative curricula to address individual student needs, and to motivate high levels of responsibility, creativity, and empathy. Counseled children and parents in a variety of formal and informal settings. Taught English, creative writing, photography, and filmmaking.

Supervised scheduling, admissions, personnel, evaluations, public relations, and buildings and grounds. Led school through eight years of rapid growth to a position of prominence in alternative education community; quadrupled enrollment, increased budget six-fold, expanded school assets from \$0 to more than \$1,000,000.

**DIRECTOR AND OWNER**

Austin's Rock

1973-1984  
Reva, VA

Developed a farm and consortium of artists and educators in the Blue Ridge Mountains that sponsored summer camp and school programs which emphasized individual and community responsibilities, and involved children in program planning and decision making.

**INTERESTS**

**Architecture:** Recipient of prizes for designs undertaken through course work. Graduate credit from the School of Architecture, University of Virginia. Completed projects include: restoration of two historic log houses, a chicken coop converted into an apartment, renovation of two Victorian homes, a 150-year-old hand-hewn barn dismantled, moved, and reconstructed.





Alex Jonathan Packer

*Photography:* Photographs have appeared in books, magazines, calendars, and brochures. Commissions include assignments for ITT, Capital Children's Museum, numerous private schools and individuals. One man exhibition: Gutman Library, Harvard Graduate School of Education. Permanent installation of 60 large-scale photographs for the Communications Exhibit Wing at the Capital Children's Museum.

*Flying:* Certified Ultralight Aircraft Pilot.

*Music:* Play Classical 'cello and jazz bass.

*Travel:* Extensive travel in Europe, Greece, Yugoslavia, Japan, Egypt, Caribbean, and United States.

*Book collecting:* Multi-thousand volume collection of fiction and non-fiction centered on English "public" schools.



## **CURRICULUM VITAE**

### **PERSONAL DATA**

**NAME** : Dr. Anabel P. Casey  
**PLACE OF BIRTH** : Ponce, P.R.  
**STATUS** : Married - 2 sons  
**RESIDENCE ADDRESS** : 447 Old Connecticut Path  
Framingham, MA 01701  
**RESIDENCE TELEPHONE** : (508) 820-1810

### **EDUCATION**

Boston College : Ph.D. Educational Administration  
Chestnut Hill, MA (May 1989)  
Interamerican University : M.A. Education - Administration and  
Hato Rey, PR Supervision (August 1974)  
College of Our Lady of the Elms : B.S. in Biology and Education (June 1954)  
Chicopee, MA  
Colegio Sagrado Corazón : High School diploma (May 1950)  
Ponce, PR (Attended same school Grades K through 12)

### **EXPERIENCE**

**Assistant Regional Director for RESS (Remediation and Education Support Systems) for New England**, responsible for the development of sites to serve students-at-risk ages 14 - 21 throughout New England School systems - August 1, 1993.

**Supervisor RESS (Remediation and Education Support Systems)**, supervised two sites established by RESS in Massachusetts: Weymouth and Winchendon - April 1 to July 31, 1993.

**Secretary - Designate of Education for the Commonwealth of Puerto Rico**, January 2, 1993 to February 7, 1993.

Short lived, great professional growth experience. Political demands did not match personal goals.

**Assistant Dean for Students - School of Education - Boston College - Chestnut Hill, MA - July 1988 to December 1992.**

**Duties:** Responsible for the student personnel function in the School of Education both at the graduate and Undergraduate levels. This included the evaluation and processing of student records, the evaluation of student programs, the establishment and monitoring of the student advisement program, the establishment and implementation of student policies and processes, the overseeing of student academic organizations such as the student senate, the supervision of educational publications such as Faculty and Student Handbooks, curriculum development and program implementation, administration of student scholarship funds, overseeing and coordinating support activities for student





admissions at the graduate level and the supervision of support staff, graduate assistants, and work study students.

**Superintendent of Catholic Schools – San Juan, PR – July 1981 to June 1988.**

**Associate Superintendent of Catholic Schools – San Juan, PR – August 1977 to June 1980.**

**Duties:** Responsible to the Superintendent of Catholic Schools (as Associate) and to the Cardinal Archbishop of San Juan (as Superintendent) for the supervision and direction of school system of 65 elementary schools and 40 high schools. Responsible for the development and implementation of: Catholic School Teachers' Pension Plan, Archdiocesan Audio-Visual Resource Center, Catholic Schools Policy Manual, Principals Manual, PTA Manual, Legal Services Plan for Catholic Schools, Catholic Athletic League, Elementary Curricula in Spanish, English and Mathematics. Initiated a process for the development of K-12 series of Religion Textbooks for Puerto Rico. Directly responsible for the publication and distribution of the Religion Series CRECER EN CRISTO, in Spanish, for Grades K through 12th. A member of Interdiocesan Secretariate for Catholic Education for 11 years. Served in the steering committee of six annual island-wide Catholic Schools conventions for 3,000 teachers, having presided the last three. Directly involved in founding, planning, funding and construction project of a regional High School in Carolina, Puerto Rico of 1700 students, an elementary school in Bayamon of 750 students and a second regional high school in the same area serving 1,100 students. Member of the Board of Trustees of the Catholic Schools Pension Plan for 8 years. Member of several Evaluating committees for Middle States Association. Member of the advisory committee on Adult Education for the Department of Education of Puerto Rico. Member of the Board of Trustees of Middle States Association of Colleges and Schools from 1985 to 1988. Elected for a second three-year term in December, 1987.

**School Principal (Academia Nuestra Señora de la Providencia, Rio Piedras, PR) – July 1972 to July 1977**

**Duties:** Responsible for the total operation of the school including financial as well as academic. Introduced scheduling modifications and new courses to the school program. Graduated the first senior class in 1972 and was directly and personally responsible for accrediting the high school according to the standards of the Department of Education in the Commonwealth of Puerto Rico. During this period of administration, initiated and saw to completion the renovation of existing school facilities, the construction of a new building, housing auditorium and 20 classrooms. Reorganization of Parent-Teacher-Student Association. Following building project, enrollment increased from 630 to 920. Served as member of the Archdiocesan Board of Education (Junta Arquidiocesana de Escuelas Católicas, 1975-1977), and taught one class during tenure as Principal.



**Secondary and Elementary School Teacher** – (Academia Nuestra Señora de la Providencia, Rio Piedras, PR) – August 1960 to June 1972.

**Duties:** During the years of tenure in this shcool taught English to Grades K through 12, Science to grades 4 through 9 and Biology to Grade 10. Participated actively in the opening of the school during the 1960–61 school year as well as in its development until appointment to the principalship.

Served as counselor and dean of discipline and represented the school in various educational activities within both the private and public sectors.

**Owner and Operator of Kindergarten** – July 1958 – 1960.

**Duties:** Operated own Kindergarten for two years. Served 70 students – ages 3 to 5.

**Secondary School Teacher** (Liceo Ponceño, Ponce, PR) – August 1955 to June 1958.

**Duties:** Taught English Grades 9 to 12. Chaired English Department.

**Secondary and Elementary School Teacher** (Colegio Sagrado Corazón, Ponce, PR) – August 1954 to June 1955.

**Duties:** Taught English–Grades 2, 6, 7, and 10 and Science–Grades 6 and 7.

## **PROFESSIONAL CERTIFICATION**

**Department of Education of Puerto Rico**  
Biology and Chemistry Teacher (Permanent–Vitalicia)

**Department of Education of Puerto Rico**  
English Teacher (Provisional)

**Department of Education of Puerto Rico**  
High School Principal (Permanent–Vitalicia)

**Department of Education of Puerto Rico**  
Superintendent (Regular Certificate in force from November 1977, and renewed for life in 1980)

## **PUBLICATIONS**

**Doctoral Dissertation:** The Role of the Principal in Catholic Schools in Puerto Rico (May, 1989)

**Various articles** in education and/or Catholic publications such as Momentum (NCEA Journal, El Visitante, etc.)





## **OTHER**

**Languages:** Fluency in English and Spanish, read French.

**Member:** Middle States Association – member of MSA Board of Trustees from 1985–1988, National Catholic Education Association, Chief Administrators of Catholic Education of NCEA, National Association of Elementary School Principals, CIEC – Confederación Interamericana de Educación Católica (Interamerican Confederation of Catholic Education), SIEC – Secretariado Interdiocesano de Educación Católica (Interdiocesan Secretariat of Catholic Education), National Association of Secondary School Principals, National Association of Elementary School Principals, Association for Supervision and Curriculum Development

**Travel:** Most States of the Nation, Dominican Republic, Spain, France, Italy, Austria, Holland, England, Germany, Sweden, Switzerland, Curaçao, Mexico, Saint Marteen, Venezuela.

**Conventions and Meetings:** Annual Attendance at NCEA Conventions, Annual Attendance at NCEA/CACE meetings, Meetings of Board of Trustees–Middle States Association, Congress of Interamerican Confederation of Catholic Education (CIEC) Santo Domingo, 1980, Venezuela 1983, Service on various Middle States Association Evaluation Teams.





**JANET AINSWORTH RICH**

50 Church Street  
Cambridge, MA 02138  
(617) 661-4000

**education**

1994

PENNSYLVANIA STATE UNIVERSITY HARRISBURG, PA  
Took graduate course EDUC 416 to receive Pennsylvania certification for teaching secondary English.

1/80-12/80

9/76-6/77

HARVARD GRADUATE SCHOOL OF BUSINESS ADMINISTRATION BOSTON, MA  
Degrees of Master in Business Administration in December 1980. Second-year honors.

1973-1979

HARVARD GRADUATE SCHOOL OF ARTS AND SCIENCES CAMBRIDGE, MA  
Degrees of Ph.D., June 1980, and Master of Arts, 1974, in English and American Language and Literature. Doctoral dissertation on the relationship between business and the imagination in the life and work of Mark Twain published by Garland Press in a series of outstanding Harvard dissertations. Teaching fellow for four years.

1966-1970

RADCLIFFE COLLEGE CAMBRIDGE, MA  
Received A.B. degree *magna cum laude* in English in June, 1970.

**work experience**

1994-present

ELIZABETHTOWN COLLEGE ELIZABETHTOWN, PA  
Taught ENG 100, standard freshman composition, and ENG 011, remedial English.

summer 1994

CAPITAL AREA WRITING PROJECT HARRISBURG, PA  
Internship in Advanced Young Writers, a summer course for talented high school students.

1992-present

THE MCKENZIE FOUNDATION CAMBRIDGE, MA  
President. Nonprofit organization dedicated to improving the lives of children. Special interest in parent education, innovative education, and domestic violence.

1984-present

JR ENTERPRISES CAMBRIDGE, MA  
Consultant and entrepreneur, concentrating in marketing and new product development. Ventures in specialty retailing, real estate, and food distribution.

1981-1983

BAIN & COMPANY BOSTON, MA  
Consultant. Strategic formation for Fortune 500 companies that included understanding business definition, the economics that drive profitability and the creation of a defensible competitive advantage. Worked in financial services, health care, computer, and retailing industries.



summer 1980    ABC PUBLISHING    NEW YORK, NY  
Assistant to the President. Analyzed two operating subsidiaries of the Publishing Division of ABC, Inc. leading to recommendations of ways to improve profitability.

6/79-11/79    THE SPERRY & HUTCHINSON COMPANY    NEW YORK, NY  
Consultant. Recommended a business strategy for S&H's carpet and yarn division. In conjunction with this project, developed an industry note and case for Professor Michael Porter's use in his course on Industry and Competitive Analysis at the Harvard Business School.

summer 1977    Assistant to the Vice President for Corporate Development. Revised S&H's annual planning process and worked with subsidiaries to implement the new procedures.

#### PRIOR WORK EXPERIENCE

Administrative Assistant for Special Projects at the Harvard Business School. Instructor and Boston-area Director of a speed reading school. Various other work experiences included organization of a conference of surgeons at New York University Medical Center, questionnaire analysis at Arthur D. Little, and editorial assistant to Robert Jastrow, Director of the Goddard Space Institute.

personal background    Have traveled extensively and lived abroad, recently in England and Canada. Enjoy tennis.





## CURRICULUM VITAE

Robert D. Whittemore  
6918 SE 35th Avenue  
Portland, Oregon 97202  
(503) 774-7782

Pacific University  
2043 College Way  
Forest Grove, Oregon 97116  
(503) 357-6151 x2328

### DEGREES

June 1989      Ph.D. in Anthropology, University of California, Los Angeles  
January 1978      M.A. in Anthropology, University of California, Los Angeles.  
June 1969      A.B. cum laude in Social Relations, Harvard College, Cambridge.

### ACADEMIC APPOINTMENTS IN ANTHROPOLOGY AND CORE STUDIES

1994-95: Pacific University, Visiting Assistant Professor (Forest Grove, Oregon)

- first-year seminar in the humanities (fall, 1994)
- first-year seminar in the social sciences (spring, 1995)

1986-1994: Lewis and Clark College, Visiting Assistant Professor of Anthropology (Portland, Oregon)

Courses taught within the Department of Sociology and Anthropology:

Continuing annual offerings in Department (date first offered in parentheses):

- senior seminar (fall, 1991)
- senior thesis advising and direction (winter, 1987)
- qualitative research methods (winter, 1987)
- introduction to cultural anthropology (fall, 1987)
- controversies in ethnology (winter, 1990)

Continuing biennial offerings in Department:

- medicine and health care in society (spring, 1987)
- psychological anthropology (spring 1989)
- the family in cross-cultural perspective (spring, 1987)
- africa from an anthropological perspective (spring, 1987)

Courses prepared:

- integrated (qualitative/quantitative) methods sequence (two terms)
- applied anthropology

Courses taught for the college-wide curriculum:

College core curriculum:

- "basic inquiry," introducing all entering students to the relationship of writing to learning and thinking across the disciplines (fall, 1986-1992); included annual membership in an inter-disciplinary faculty discussion and planning group
- basic inquiry curriculum design committee (1988-90) (faculty peer election declined in 1990 due to research commitments with Multnomah County Health Division)

College international education program:

- qualitative methods for inter-cultural studies (designed and presented with the support of the U.S. Department of Education "International Education/Core Linkage Project Grant" at the College) (1989-91)
- standing consultant and workshop leader to faculty overseas study leaders' orientation for students to inter-cultural study (1989 to present)
- cross-cultural studies faculty workshop (one week duration) for faculty overseas study leaders (with Professor Deborah Heath) (summer, 1990; winter and spring,



1991)

1984-86: Reed College, Visiting Assistant Professor in Anthropology (Portland, Oregon)

- supervision of senior thesis (1984-86)
- medical anthropology (fall, 1985)
- psychological anthropology (spring, 1985; 1986)
- ethnography of West Africa (spring, 1985; 1986)
- political anthropology (spring, 1984; 1985; 1986)
- introduction to cultural anthropology (fall, 1985)
- economic anthropology (spring, 1984)
- social stratification (spring, 1984)

1988-90: California Institute of Integral Studies (San Francisco), Masters Thesis Advisor

- supervised an independent, field research project in Washington County, Oregon, undertaken by a candidate in anthropology at the California Institute (Judith Chambliss, "Así es la vida: Health and the Experience of Suffering Among Elderly Mexican-American Women")

1985: University of Vermont, Instructor (Burlington)

- introduction to human cultures (summer program)

1985-86: Burlington College, Instructor (Burlington, Vermont)

- independent, correspondence readings course in psychological anthropology
- thesis advisor (spring, 1986)

1982-83: Community College of Vermont, Instructor (Winooski and St. Albans)

- introduction to cultural anthropology

1978-79: University of California, Department of Anthropology, Teaching Associate (Los Angeles)

- personality and the social system (Professor H. Wagatsuma) (spring, 1979)
- physical anthropology (Professor B.J. Williams) (fall, 1978; winter, 1979)

## **RESEARCH POSITIONS**

1992-93: "South Neighborhood" Ethnographic Study, Principal Investigator, Wilsonville Primary School (Wilsonville, Oregon)

1990: Syphilis Ethnographic Study, Co-Principal Investigator, Multnomah County Health Division (US Centers for Disease Control) (Portland, Oregon)

1980-82: Doctoral field research in a Mandinka village (Casamance Region, Republic of Sénégal)

1976-78: University of California, Neuropsychiatric Institute (Mental Retardation Research Center), Research Associate (Los Angeles)

- field research documenting the community-based lives of fifty mildly developmentally disabled adults in Los Angeles

## **TEACHING POSITIONS AND CONSULTANCIES IN WRITING**

1994-95: Pacific University, Visiting Assistant Professor (Forest Grove, Oregon)





- Department of English: Expository Writing.(fall and spring, 1994-95)

1987 to present: Bard Institute for Writing and Thinking, Associate (Bard College, Annandale-on-Hudson, New York)

- Advisory Board, Bard Institute for Writing and Thinking (1993-present).
- writing consultant
- instructor, "Language and Thinking" workshop, a three week intensive program for Bard entering freshmen in critical reading, thinking, and writing as inquiry (August 1987-88; 1990-present).
- faculty consultant and workshop leader, Mid-Continent Writing and Thinking Institute, Minot State College, Minot, North Dakota.

1988-present: Fir Acres Workshop in Writing and Thinking, Founder and Director (a two week summer residency at Lewis & Clark for high school students from across the United States)

- original grant rationale and budget submitted to The Bingham Trust of New York for two-year start-up support.
- through the Bard Institute, in cooperation with the Northwest Writing Institute, this grant funded the start-up of five additional high school programs now constituting the National Writing and Thinking Network (Simon's Rock of Bard College; Lewis and Clark College, Kenyon College; Clemson University; Lake Forest College; Xavier University)

1988-90: Northwest Writing Institute, Coordinator of Bard Programs (Graduate School of Professional Studies, Lewis & Clark College)

- director of weekend and June week-long workshops in Teaching Writing and Thinking, Writing to Learn, Teach Poetry: Reading and Writing, Essay and Inquiry, Narrative Thinking:Fact or Fiction, and Writing to Teach Critical Inquiry.

1987 to present: Northwest Writing Institute, Associate (Lewis and Clark College)

- instructor, graduate workshops in "Teaching Writing and Thinking," "Writing to Learn," "Essay and Inquiry," and "Narrative Thinking" for the Northwest Writing Institute, Graduate School of Professional Studies, Lewis & Clark College
- instructor, "Writing to Teach Critical Inquiry" workshop, a week long graduate program for teachers at all instructional levels (summer, 1988; December, 1989 for the Graduate Faculty of Lewis & Clark College)
- writing consultant to various Northwest schools and colleges, bringing faculty and staff training workshops by invitation to educational institutions

## **PREVIOUS EDUCATION/COMMUNITY ACTION EXPERIENCE**

1973-75: C.A.P. Child Development Center, Education Director (Brockton, Massachusetts)

- program design, implementation, and teacher-training for a year-long, full day "intervention" program serving 115 three to six-year-olds from low-income families

1972-73: C.A.P. Child Development Center, Pre-school Teacher (Brockton, Massachusetts)

- conception and direction of a learning environment for 17 four-year-olds, 9 1/2 hours per day, 12 months

1969-72: Peace Corps, Rural Development Volunteer (Casamance Region, Republic of Sénégal)





- agricultural engineer, USAID, supervising uplands irrigation construction and crop management
- village resident team member for on-site liaison between Senegalese technicians, agronomy students, and USDA/USAID advisors
- instructor and supervisor in surveying and construction skills
- co-worker (with Elizabeth Beverly) in planning and implementation of a pre-natal and early childhood nutrition and health education project.

**LANGUAGES** Mandinka *kangho* ; French.

### **RESEARCH FELLOWSHIPS, AWARDS, GRANTS**

- 1992-93 State of Oregon, Department of Education, "South Neighborhood" Ethnographic Project, Wilsonville Elementary School (9 months)
- 1989-92 U.S. Department of Education's "International Education/Core Linkage Project Grant"
- 1989-90 Multnomah County Health Department: Syphilis Epidemic Ethnographic Study (Centers for Disease Control) (12 months)
- 1988 Education in Computers (EDUCOM) and The National Center for Research in Post-Secondary Teaching and Learning (NCRIPTAL) "Award for Best Curriculum Innovation in Writing ("Class Writer: Electronic Dialectical Notebook and Electronic Conversation," Susan Kirschner and Academic Technologies of Lewis and Clark College): Script Author and Text Composition.
- 1988-90 The Bingham Trust of New York: Fir Acres Workshop in Writing and Thinking for High School Students (A pilot, model program for four additional workshops, together establishing a National Writing and Thinking Network)
- 1986 Fulbright Seminars Abroad Award to India, "Indian Literary Traditions," (6 weeks)
- 1985 Reed College Faculty Research Support, (3 months)
- 1982-83 Social Science Research Council, Dissertation Write-Up Support Award (6 months)
- 1979-81 Social Science Research Council, Doctoral Dissertation Research Abroad Fellowship (18 months), Casamance Region, Republic of Sénégal
- 1979-80 Fulbright-Hays Doctoral Dissertation Research Award (12 months), Casamance Region, Republic of Sénégal
- 1976-83 UCLA Chancellor's Intern Fellowship (4 year doctoral study support)
- 1978 UCLA Graduate Student Travel Award (AAMD Professional Meeting travel)
- 1977 UCLA Department of Anthropology Research Grant (to complete research on the Casamance Region Agricultural Development Project at USDA and USAID headquarters in Washington, D.C.)

### **PUBLICATIONS**

- 1995 Whittemore, R.D. and Beverly, E. "Mandinka Mothers and Nurslings: Power and Reproduction," Medical Anthropology Quarterly (in press).
- 1993 Beverly, E. and Whittemore, R.D. "Mandinka Children and the Geography of Well-Being," Ethos: Journal of the Society for Psychological Anthropology 21(3): 235-272.

Whittemore, R.D. "Mbuti script," in "Class Writer - Academic: Multi-Purpose Writing Tools (The Electronic Dialectical Notebook and Electronic Conversation) in a Variety of Areas," Santa Barbara, California: Intellimation.





- 1988 Whittemore, R.D. and Beverly, E. "Trust in the Mandinka Way: The Cultural Context of Sibling Care," in Patricia Zukow, ed., Sibling Interactions Across Cultures. New York: Springer-Verlag.
- 1985 Whittemore, R.D., Langness, L.L., and Koegel, P. "The Life History Approach to Mental Retardation," in L.L. Langness and Harold G. Levine (Eds.), Culture and Retardation. Dordrecht, Holland /Boston: D. Reidel Publishing Company.
- Whittemore, R. D. "Theodore V. Barrett: An Account of Adaptive Competence," in L.L. Langness and Harold G. Levine (Eds.), Culture and Retardation. Dordrecht, Holland/Boston: D. Reidel Publishing Company.
- 1983 Whittemore, R.D., Koegel, P. and Langness, L.L. "The Life History Approach to Mental Retardation," Papers in Mental Retardation #12, Mental Retardation Research Center, Neuropsychiatric Institute, UCLA.
- Koegel, P. and Whittemore, R.D. "Sexuality in the On-Going Lives of Mildly Retarded Adults," in A. Craft and M. Craft (Eds.), A Review of Sex Education and Counseling for Mentally Handicapped People. Tunbridge Wales, Kent, Great Britain: Costello Educational Publishing Company.
- 1978 Whittemore, R.D. and Koegel, P. "Loving Alone Is Not Helpful: Sexuality and Social Context Among the Mildly Retarded," Papers in Mental Retardation #7, Mental Retardation Research Center, Neuropsychiatric Institute, UCLA.

### **WORKS IN PROGRESS**

Journal submissions currently under review:

"Chores Assigned and Assumed: Mandinka Children's Perception of Work"

Papers in preparation:

"Like a Good Neighbor: Witnessing and Arbitration in Mandinka Domestic Disputes"

"Mandinka Infant Massage and the Collective Self"

### **PRESENTATIONS**

- 1994.. "Mandinka Infant Massage and the Collective Self," Invited Session: "Interchange: The Body and Sexuality for Self and Human Dignity; In and Beyond Psychological Anthropology," 93rd Annual Meeting of the American Anthropological Association, Atlanta, Georgia (December)
- 1993 "Honor and the Mandinka Self", Invited Seminar Presentation, National Foreign Affairs Training Center, U.S. Department of State, Sub-Saharan Africa Area Studies Program, Maryland (November)
- "Like a Good Neighbor: Witnessing and Arbitration in Mandinka Domestic Disputes", Session: Violence and Mediation, 92nd Annual Meeting of the American Anthropological Association, Washington, D.C. (November)
- 1991 "Ousmane Sembene and the Politics of Senegalese Cinema," Invited presentation, 1st annual African Film Festival, Portland Cascade Community College (February)





Workshop leader presenting the "Electronic Dialectical Notebook," Computers and the Human Conversation Conference, Lewis & Clark College, Portland, Oregon (May)

1990-91 "A Two Way Street: Students as Teachers and Learners in an ESL-Anthropology Exchange" (three presentations in 1990-91):

- National Association for Foreign Student Affairs (NAFSA), 42nd Annual Conference (Portland, Oregon) (with Diane Fox and Shirley Morrell, Portland State University, Department of Applied Linguistics)

- Oregon Teachers of English to Speakers of Other Languages (ORTESOL), Spring Conference, George Fox College (Newburg, Oregon)

- National Meetings of the Teachers of English as a Second Language (New York, New York)

1989 Workshop leader and moderator (January 26-27) at The Bard Institute for Writing and Thinking Conference, "Formulating a Non-Partisan Agenda for Educational Reform for the Next President of the United States" (Annandale-on-Hudson, New York)

1988 Organizer (with Professor Dan Walsh, University of Virginia) of "Through Children's Eyes and in Children's Voices: Doing the Ethnography of Children," two sessions for the 87th Meetings of the American Anthropological Association (Phoenix, Arizona)

"Pain and Gain: Mandinka Children's Perceptions of Their Work Roles," American Anthropological Association, 87th Meeting (Phoenix, Arizona)

"Mandinka mothers and nursing development: Power and reproduction," The Seventh Annual Gender Studies Symposium, Lewis and Clark College (Portland, Oregon)

Moderator: "Folklore and Folklife" Session

1987 "Chores assigned and assumed: Mandinka children's perception of 'work.'" American Anthropological Association, 86th Meeting (Chicago, Illinois) (November)

1985 "Manené: Benign deception as a socialization strategy among the Mandinko of Sénégal, West Africa," Society for Research in Child Development Invitational Study Group: "Sibling Interaction Across Cultures: Theoretical and Methodological Issues" (Los Angeles, California) (May) (with E. Beverly)

"Strategies of child-to-child care among the Mandinko," Society for Research in Child Development Biennial Meeting (Toronto, Canada) (April) (with E. Beverly)

1983 "Mandinka mothers and nurslings: Power and reproduction," 82nd Meeting, American Anthropological Association (Chicago, Illinois) (November) (with E. Beverly)

1982 "Settings and content of child-child care among the Mandinko," Department of Anthropology Forum, University of Vermont (Burlington) (November) (with E. Beverly)



- 1979 "A life history approach to mental retardation," 103rd Meeting, American Association on Mental Deficiency (Miami, Florida) (May-June) (with P. Koegel and L.L. Langness)
- 1978 "The mildly retarded adult and his/her sibling: A reciprocal view," 102nd Meeting, AAMD (Denver, Colorado) (May)
- "Public transportation: Socialized competence among the mildly retarded," 77th Meeting, AAA (Los Angeles, California) (November) (with P. Koegel)
- "Sexuality and Social Context Among the Mildly Retarded," 102nd Meeting, AAMD (Denver, Colorado) (May) (with P. Koegel)
- 1977 "A Day in the Life of Jeff and Rhoda: Conflict and Ceremony for a 'Mentally Retarded' Couple," UCLA Department of Psychiatry, Neuropsychiatric Institute Grand Rounds (Los Angeles) (November)

### **PROFESSIONAL MEMBERSHIPS**

American Anthropological Association  
 Society for Psychological Anthropology  
 The Catlin Gabel School Board of Trustees (Chair: Committee on Diversity)  
 Harvard-Radcliffe Schools and Scholarships Committee, State of Oregon

### **REFERENCES**

	<u>Office Phone:</u>	<u>Address:</u>
Deborah Heath (Chair)	503-768-7663	Department of Sociology and Anthropology
Robert Goldman	503-768-7662	Lewis and Clark College
Richard E. Adams	503-768-7659	Portland, Oregon 97219
-----		-----
Thomas S. Weisner	213-825-0040	Socio-Behavioral Group
Robert B. Edgerton	213-825-0419	UCLA/Neuropsychiatric Institute
		760 Westwood Plaza
		Los Angeles, California 90024
-----		-----
Robert Gordon	802-656-2943	Department of Anthropology
		Williams Hall
		University of Vermont
		Burlington, Vermont 05401
-----		-----
Paul Connolly	914-758-7484	John D. and Catherine T. MacArthur
		Professor of the Humanities
		Director, Institute for Writing and Thinking
		Bard College
		Annandale-on-Hudson, New York 12504
-----		-----
Kim Stafford	503-768-7745	Director, Northwest Writing Institute
		Lewis and Clark College
		Portland, Oregon 97219
-----		-----
Susan Kirschner	503-768-7353	Department of English
		Lewis and Clark College
		Portland, Oregon 97219





## Appendix 14

Cambridge Meridian February 7, 1995

Group, Inc.

50 Church Street

Cambridge

Massachusetts 02138

Tel. (617) 552-7400

Dr. Janet A. Rich

The McKenzie Foundation

50 Church Street

Cambridge, MA 02138

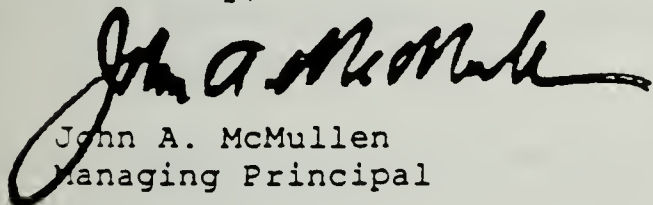
Dear Dr. Rich,

Cambridge Meridian Group, Inc. (CMG) would be pleased to work with The McKenzie Foundation to study, over a three month period, the non-instruction costs included in the Cambridge public school budget with a view toward identifying ways to affect major savings in such costs.

CMG believes it is well-suited to assist the Foundation in this work because, as a private sector management consulting firm, it has considerable experience studying and identifying ways to save administrative costs in a wide variety of organizations and industries. We are confident that CMG will be able to identify substantial potential savings.

CMG would do this initial study pro bono as our contribution to assisting The McKenzie Foundation in improving the quality of education in our community by securing additional resources to apply to direct instruction.

Sincerely,



John A. McMullen  
Managing Principal





# FamiliesFirst

## Parenting Programs

February 13, 1995

Piedad Robertson  
Secretary of Education  
Commonwealth of Massachusetts  
1 Ashburton Place  
Boston, MA 02108

Dear Dr. Robertson,

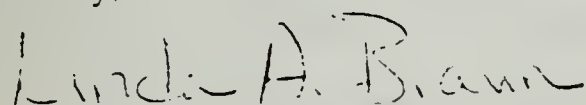
This letter is to confirm the intention of Families First, an award-winning nonprofit affiliate of Wheelock College, to collaborate with The Cambridge Charter School in its efforts to strengthen its school's families. We plan to provide parenting education opportunities - both individual and group - around generic issues of importance to most parents (e.g. positive discipline, fostering self esteem, communications and problem-solving). These programs will be tailored to the needs of this constituency and offered at convenient times.

We believe that the opportunity to influence the family relationships of a group of parents throughout the years of their children's elementary schooling is both an innovative concept and a potentially profound contribution to the development of the children. In addition, the chance to work with teachers in an ongoing way regarding their relationships with parents is a wonderful way to build a strong school community.

As the leading parent education resource in Greater Boston, Families First is uniquely qualified to work with the parents of The Cambridge Charter School (see enclosed material). In addition, the senior staff of Families First has been training school professionals to work effectively with parents for nearly two decades. We have published books in both areas.

It is our understanding that the Cambridge Charter School has allocated \$50-\$65/family toward this effort. As a Cambridge-based organization, Families First is looking forward to serving as the primary parent education resource for the Cambridge Charter School.

Sincerely,



Linda A. Braun  
Executive Director



# FamiliesFirst

## Parenting Programs

### FACT SHEET

In 1988, Wheelock College and The Children's Museum (Boston) collaborated to create Families First, an innovative parent education and support program designed to serve as a model for community-based family-centered organizations across the country. Originally a small program located at The Children's Museum; in 1992 Families First expanded and moved to new headquarters in Cambridge, MA. It now operates as a separate affiliate of Wheelock College.

### MISSION STATEMENT

Families First is committed to filling the needs of parents from *all* backgrounds and life circumstances for childrearing information, guidance and support so that they may build positive, constructive and satisfying relationships with their children.

### BACKGROUND

- \* The American family has undergone major changes during the past three decades. The dramatic increase in the number of single-parent families, blended families, divorced families, dual-career families, teen parents and gay/lesbian parents, among others, has changed our definition of "family."
- \* The traditional supports of extended family and community networks often do not exist.
- \* Today's parents face new challenges as they try to raise their children without "blueprints" for how to cope. Often they do not know where to turn for information, advice and encouragement.
- \* The best way to make a difference in the lives of children is through their parents. It is primarily their positive interactions that will enable the next generation to become independent, secure and productive citizens.

### GOALS

Families First aims to:

- \* Help parents learn new parenting and problem-solving skills that will be valuable in creating satisfying family relationships.
- \* Help parents gain information about current thinking on childrearing.
- \* Help families explore new ways of spending family time and having fun together. Enjoyment as a family unit is an important component of successful childrearing.
- \* Provide parents with an opportunity to share with others their questions and concerns about parenting.
- \* Reduce parental feelings of isolation and stress and increase feelings of competence and confidence in the role of parenting.





## PROGRAM

- \* Some of the services offered to parents include:

Parent Education and Support Workshops, in single and multi-session formats, provide the opportunity for small groups of parents to meet with an experienced leader to share their concerns and questions about childrearing issues and to work on their parenting skills.

Parent Consultations are offered to parents who wish to discuss individually a specific childrearing dilemma or educational issue with a parent counselor.

Parent Education Presentations expose larger groups of parents to current childrearing information and ideas.

- \* Programs for the public are offered at different sites:

Convenient family-friendly locations in and around Boston open to the general public, including indoor playgrounds, shopping malls, a museum, a YMCA, and an urban neighborhood community center;

Childcare centers and schools, hospitals and HMO's, libraries, businesses which set up contracts on behalf of their parent constituencies;

Housing authorities and other social-service agencies that sponsor our programs for their clientele.

## EVALUATION

The content and quality of each Families First program are evaluated by participants. Evaluations have been extremely positive, with Families First programs receiving an average of 4.5 rating (on a scale where 5.0 represents the maximum). Informal assessment, such as parents' comments, indicate the effectiveness of the program:

*We are struggling less for control over each other and the home atmosphere is becoming decreasingly stressful -- more smiles, less tears.*

*I feel closer to my family and yet more independent too -- I give more value to my needs and therefore can meet the needs of my family better.*

*My confidence is increased because I now have skills necessary to deal with problem behaviors.*

*I now realize that, in setting limits, I am helping my child grow.*

## RECOGNITION

- \* In 1990, Families First was honored to be the recipient of the Massachusetts Children's Trust Fund's Leadership Award for strengthening and preserving families in the community.
- \* Families First staff members have appeared as experts on local radio and television programs and have been featured in articles appearing in various print media including *The New York Times*, *The Boston Globe*, *The Boston Herald*, *The Quincy Patriot Ledger*, *Associated Press*, *Family Circle*, *Parents Magazine*, *Newsweek* and *Child Magazine*.
- \* Families First is currently being replicated in Houston, Texas and is accepting other replication inquiries.





# FamiliesFirst

## Parenting Programs

### What Parents Say About Families First

"I never could have figured out how to discipline like that. When all you have seen is physical and emotional abuse, you don't know there is any other way. With Families First, you know you have a place to turn. If you were brought up beaten or yelled at all the time, you learn here that you don't have to repeat history and do what your family did to you. You learn another way - alternatives. You learn to process anger, or whatever feelings, and use alternatives in dealing with your children."

*- foster mother*

"I signed up for a course on discipline, and I have taken a course at Families First every semester since. The courses are always relevant since my child grows and changes. Last week, my husband and I took a course together about dual-career families - a communication seminar. That was great."

*- dual career parent*

"I feel blessed that I am able to partake in this program while my children are so young. Families First is good because there aren't extended families anymore. No cousins or anything to give you help with things like breast-feeding, toilet training, etc. It's hard to get input from anyone."

*- single mother of twins*

"It is so wonderful to see, especially some of the men. They come and don't feel separate from the women. It's nice to see men becoming involved in the parenting role and giving it a real effort. There is one father who was having trouble with his son having tantrums. He felt real emotional about it, you could tell. I saw him writing down his ideas from the group so that you knew he was going to try. It was wonderful to see him learning something he could use."

*- divorced father*

"Families First was absolutely excellent. I got a mass of information and techniques that was all pertinent to what I was going through. My parents didn't discipline with the kinds of techniques that I am learning. I'm a nurse and took courses in childcare, but I was never taught the things that I learned at Families First. For instance, I never would have thought to acknowledge a child's feelings when the child is exhibiting difficult behavior. As parents, we immediately lash out with how WE are feeling. I know now that it is helpful to think about how our children are feeling as well."

*- at-home mother of three*

"My two-year old son was having tantrum after tantrum, hitting me, throwing things, and didn't seem to want to do anything I wanted him to do. With the help of Families First, I looked at his behavior in a new light, changed some of my own behavior, and lo and behold I now have a loving, agreeable child! On the rare occasion when he still does throw a tantrum I know what to do."

*- at-home mother*



February 13, 1995

Ms. Piedad Robertson  
Secretary of Education  
Executive Office of Education  
Commonwealth of Massachusetts  
1 Ashburton Place  
Boston, MA 02108

Dear Secretary Robertson:

I have read the critical components of The Cambridge Charter School and met with Janet Rich, a member of the Board of Trustees. I support many of the ideas contained in the McKenzie Foundation's proposal, especially the explicit goal of creating an educational environment that will support the high achievement of Latino students, and the emphasis on the importance of strengthening families.

I believe that they bring enormous energy and enthusiasm to the ambitious tasks outlined and we at the Concilio wish to work with them to include members of the Latino community at all levels of the school, and also to design any specifics that will come up in the implementation phase of this proposal.

Aware that there are other proposals for Cambridge, I endorse this one and hope that it will receive a charter so that we can begin to work together to help Latino students and families.

Sincerely,

*Sylvia Saavedra-Keber (L.B.)*

Sylvia Saavedra-Keber  
Executive Director





Appendix 17  
Start-Up Budget  
Expenses Incurred Before 9/95

Expenses	Monthly Amount	Months	Number	Total Expense
<b>SALARIES</b>				
Co-Directors	\$4,000	2	2	\$16,000
Teachers	\$4,000	3	1	12,000
<b>SUPPLIES</b>				
Telephone	500	2	1	1,000
Furniture				50,000
Outdoor equipment				20,000
Computers			30	60,000
Books & materials				10,000
<b>MARKETING</b>				
Printing				5,000
Advertising				5,000
<b>BUILDING</b>				
Renovations				75,000
Rent	\$4,000	1		4,000
Utilities	1,000			1,000
<u>Total Expenses</u>				<u>\$259,000</u>



# Appendix 18 Five-Year Budget Projections

## Cambridge Charter School Operating Budget--Five Year Projections

	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999
<b>Revenues</b>					
Number of students	160	200	240	280	320
Per Pupil Tuition Revenue	9,000	9,000	9,000	9,000	9,000
Student Tuition Revenue	1,440,000	1,800,000	2,160,000	2,520,000	2,880,000
Student Entitlements Grants					
<b>Total Revenues</b>					
<b>Expenses:</b>					
<b>Direct Student Costs:</b>					
Transportation	32,000	40,000	48,000	56,000	64,000
Supplies	50,000	15,000	15,000	25,000	20,000
Computers & Materials	350,000	170,000	150,000	100,000	80,000
Field Study	40,000	65,000	90,000	110,000	120,000
Insurance Expense	16,000	20,000	24,000	28,000	32,000
<b>Total Direct Student Costs</b>	<b>488,000</b>	<b>310,000</b>	<b>327,000</b>	<b>319,000</b>	<b>316,000</b>
<b>Personnel:</b>					
Co-Directors/Teachers	100,000	100,000	100,000	150,000	150,000
Master Teachers	400,000	450,000	500,000	600,000	700,000
Apprentice Teachers	150,000	175,000	200,000	250,000	300,000
Clerical	25,000	25,000	30,000	30,000	35,000
Custodian	20,000	20,000	25,000	45,000	45,000
Benefits	202,000	225,000	250,000	309,000	355,000
Part-time asst.teachers	36,000	54,000	67,000	82,000	94,000
<b>Total Personnel</b>	<b>933,000</b>	<b>1,049,000</b>	<b>1,172,000</b>	<b>1,466,000</b>	<b>1,679,000</b>
<b>Occupancy:</b>					
Rent	150,000	150,000	150,000	350,000	350,000
Mortgage	0	0	0	0	0
Maintenance	5,000	5,000	10,000	20,000	20,000
Utilities	18,000	18,000	18,000	44,000	44,000
Janitorial Supplies	2,000	2,000	2,000	10,000	10,000
<b>Total Occupancy</b>	<b>175,000</b>	<b>175,000</b>	<b>180,000</b>	<b>424,000</b>	<b>424,000</b>
<b>Office:</b>					
Supplies	7,500	7,500	10,000	10,000	15,000
Equipment	10,000	6,000	6,000	10,000	6,000
Telephone	7,500	7,500	10,000	10,000	14,000
Accounting & Payroll	8,000	8,000	8,000	10,000	10,000
Printing & Copying	25,000	25,000	30,000	35,000	35,000
Postage & Shipping	5,000	5,000	5,000	5,000	5,000
<b>Total Office</b>	<b>63,000</b>	<b>59,000</b>	<b>69,000</b>	<b>80,000</b>	<b>85,000</b>
<b>Other:</b>					
Travel	15,000	10,000	10,000	10,000	10,000
Student Athletics	30,000	50,000	50,000	80,000	100,000
Professional Dev.	100,000	125,000	200,000	200,000	200,000
Miscellaneous	10,000	20,000	30,000	40,000	50,000
<b>Total Other</b>	<b>155,000</b>	<b>205,000</b>	<b>290,000</b>	<b>330,000</b>	<b>360,000</b>
<b>Total Expenses</b>	<b>1,814,000</b>	<b>1,798,000</b>	<b>2,038,000</b>	<b>2,619,000</b>	<b>2,864,000</b>
<b>Excess (Deficit)</b>	<b>(374,000)</b>	<b>2,000</b>	<b>122,000</b>	<b>(99,000)</b>	<b>16,000</b>





## Assumptions Used for Budget

- o Per pupil tuition revenue of \$9,000
- o No student entitlements because unknown
- o No fees
- o Co-Directors and master teachers have salary of \$50,000
- o Apprentice teachers have salary of \$25,000
- o Benefits are 30% of total full-time salaries
- o Custodial is a flat fee for service
- o Transportation is \$200 per student
- o Computers are \$2,000 per computer
- o Utilities are 12% of rent
- o In FY 1998 a second facility is added for high school
- o Insurance is \$100 per student
- o The other costs do not vary directly with enrollment
- o A significant portion of the transportation is not reimbursed
- o Meaningless to do beginning and ending fund balance without knowledge of grants





